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ABSTRACT

In June 1970, the Education Commission of the States (ECS) collected information concerning the legislation (both enacted and proposed), the outstanding educational achievements, and major problem areas of the States in education. The compilation of this data in its present form represents an updating of a similar survey conducted by ECS in January 1968. Questionnaires were sent to all chief State school officers, executive officers of State boards of higher education, State board associations and State education associations. Replies were recieved from 46 States. The information received has been compiled under 11 main headings, conceived of as "best fits" to the information. Under each major heading a varying number of subheadings further define the information. Each subheading is followed by data of three sorts: data concerning enacted legislation, data on proposed legislation, and data indicating outstanding educational achievements. The information relating to major problem areas is dealt with in a separate section at the end of the report. This report is a record of what the respondents in each State personally consider to be the outstanding activities of their States during the years 1968-1970. (Author/JM)

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# LEGISLATION, ACHIEVEMENTS AND PROBLEMS IN EDUCATION

## A Survey of the States

January 1971

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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By

Department of Research

EDUCATION COMMISSION OF THE STATES

1860 Lincoln Street, 300 Lincoln Tower Building

Denver, Colorado 80203

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# FOREWORD

One of the services of the Education Commission of the States is to provide a channel of communication among states to assist legislators and educators to exchange information about common educational problems and alternative solutions. This survey of educational legislation is designed to help policy makers know what innovations are being made in other states. The report spells out what legislation has been enacted by the states in the field of education in the past two years and what legislation may be proposed in current sessions. In making this index available to the states we are once again carrying out our mandate to serve as the primary clearinghouse of the states for information on education and educational policies.

It is our hope that ECS can expand our capability in the near future to make more frequent reports on educational legislation as we develop a regular legislative information exchange service. We welcome suggestions on how this information can be made most useful to educational policy makers.

Wendell H. Pierce
Executive Director
Education Commission of the States

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# LEGISLATION, ACHIEVEMENTS AND PROBLEMS IN EDUCATION

## A Survey of the States

### Introduction

In June 1970 the Education Commission of the States collected information concerning the legislation, both enacted and proposed; the outstanding educational achievements; and major problem areas of the states in education. The compilation of this data in its present form represents an updating of a similar survey conducted by ECS in January 1968.

Questionnaires (see appendix A) were sent to all chief state school officers, executive officers of state boards of higher education, state school board associations and state education associations. Replies were received from 46 states.

The information received has been compiled under eleven (11) main headings -- these headings were not preconceived, but were formed as "best fits" to the information. Under each major heading a varying number of subheadings further define the information. Each subheading is followed by data of three kinds: data concerning enacted legislation, data on proposed legislation, and data indicating outstanding educational achievements. The information relating to major problem areas is dealt with in a separate section at the end of the report.

This report is in no way exhaustive or comparative of individual state activities in the field of education. It is simply a record of what the respondents in each state personally consider to be the outstanding activities of their states during the years 1968-1970.

## Using this Report

Three indexes, (1) by subject area, (2) by state, and (3) alphabetically by topic, are provided. The state index found at the end of the report gives a complete listing of the data contained in the report from each responding state. The subject area index identifies the data by subject, main and subheadings and by an enacted, proposed or achievement classification. Each individual piece of information is identified by a code such as "B 2.02" indicating the subject main heading "B" and the subject subheading "2.02." Whether this item "B 2.02" concerns enacted or proposed legislation or an outstanding educational achievement is readily established by referring to the subject index -- "B 2.02" is an achievement. The alphabetical index found at the end of the report gives a more detailed breakdown of minor topics and locates them by page number.

Wherever possible, in the body of the report, each item of enacted legislation is accompanied by a bill citation, proposed legislation by the name of its proposer, and outstanding achievements by the name and address of a resource person. When a State Department of Education is referenced, the appropriate address can be found in the appendix.

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This Report
Was Compiled and Prepared
By Dennis R. W. Wing
Department of Research
Russell B. Vlaanderen, Director
EDUCATION COMMISSION OF THE STATES
1860 Lincoln Street, 300 Lincoln Tower Building
Denver, Colorado 80203

Compilation of

# LEGISLATION, ACHIEVEMENTS AND PROBLEMS IN EDUCATION

A Survey of the States

January 1971

## A. ACCOUNTABILITY, EVALUATION, RESEARCH AND PLANNING

### 1. ACCREDITATION, ASSESSMENT, EVALUATION

#### Enacted Legislation

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| 1.01 | Statewide testing bill. | California<br>AB 1168 |
| 1.02 | Provision for accreditation of elementary schools by the State Board of Education. | Virginia<br>Title 22, Chapter II, Article 2 |
| 1.03 | Appropriation of money for Assessment Program. | Michigan<br>Enrolled HB 3886 (1969) |

#### Proposed Legislation

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| 1.04 | To promote state support in development of assessment and evaluation of the products of the schools. Proposed by the Department of Education. | Colorado<br>Dr. Barnard D. Ryan<br>Assistant Commissioner of Education<br>State Department |
| 1.05 | Standards of quality for school districts. Proposed by state superintendent. | Wisconsin<br>William C. Kahl<br>State Department |
| 1.06 | Assessment of educational achievement. Proposed by state superintendent. | Wisconsin<br>William C. Kahl<br>State Department |

#### Outstanding Educational Achievements

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| 1.07 | Nearly two years of study and exploration were culminated when the State Board of Education formally adopted new minimum standards for elementary education. Guidelines for improving the quality of elementary education are provided. With this action, the state board completed its updating of minimum standards used as a basis for granting or reapproving district concerns. Elementary level. State support. | Ohio<br>John E. Brown<br>Director<br>Division of Elementary and Secondary Education, Room 606<br>State Department |
| 1.08 | The development of K-12 accreditation standards for the accrediting of all school systems in the state. Previous accreditation was on the secondary level only. A somewhat flexible document was developed with the prime objective being better schools through accreditation. The major emphasis is on educational leadership and cooperation with minor emphasis on regulation. State support. | South Dakota<br>Leonard F. Balsiger<br>Assistant Superintendent, Division of Educational Services<br>State Department |

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| 1.09 | Adoption of accreditation standards for K-7 elementary schools. State support. | Virginia<br>S. P. Johnson<br>Director<br>Elementary and Special Education<br>State Department |
| 1.10 | Revision of standards for accrediting secondary schools. Grades 8-12. State support. | Virginia<br>Numa P. Bradner<br>Director<br>Secondary Education<br>State Department |
| 1.11 | Improved system of accrediting school systems. Elementary and secondary levels. Federal and state support. | North Dakota<br>Elementary: Ronald Stastney<br>Secondary: Harold Michelson<br>State Department |
| 1.12 | Legislation prior to 1968 required all school buildings be chartered. The responsibility for chartering school districts rather than high schools has necessitated a new approach of self-evaluation as yearly on-site visitations of each school building would be impossible. The self-evaluation instrument, designed to use state standards as evaluation criteria enables an orderly evaluation and is helpful to school districts in periodic assessment of progress and planning. In addition, this procedure has resulted in the establishment of an attainable 4-year on-site inspection schedule. Evaluation and research activities in schools are mandated by state standards. This requires that an ongoing process of evaluation will be undertaken by the schools and they will report to the Division of Elementary and Secondary Education an abstract of their study which was completed the previous year. An attempt is made to ask the schools to define the study and direct it to the major concerns of the building level. All levels. | Ohio<br>John E. Brown<br>Director<br>Secondary Education<br>Division of Elementary and Secondary Education, Room 606<br>State Department |
| 1.13 | Statewide evaluation of pupil services. (conducted by IRCOPPS) K-12. | Maryland<br>State Department |
| 1.14 | Pupil evaluation program. Elementary and secondary levels. State and local support. | New York<br>Sherman Tinkleman<br>State Department |

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| 1.15 | The primary objective of Pennsylvania's Educational Quality Assessment project is to develop a system whereby school personnel can evaluate the adequacy and efficiency of their educational program. The "Ten Goals of Quality Education" adopted by the State Board of Education in 1965 determine the base for assessing personal, social, and mental growth. The project is proceeding in sequential stages. Phase I -- developing, piloting, and refining measuring instruments, data collecting procedures, and analytic techniques -- has been completed for grades 5 and 11. Phase II, generating norms upon student, school and community variables -- is nearing completion. Phase III -- actual assessment of the levels of student performance will begin October 1970. Elementary and secondary levels. Federal and state support. | Pennsylvania<br>Dr. Thomas E. Kendig<br>Acting Director<br>Bureau of Educational Quality Assessment<br>Room 560<br>State Department |
| 1.16 | Comprehensive pupil appraisal van. A 21-foot, self-contained mobile diagnostic unit provides in-depth pupil appraisal service to 20 school districts in the Region XII area. Federal support. | Texas<br>Mack W. Mullins<br>Executive Director<br>Region XII Education Service Center<br>P. O. Box 6428<br>Baylor University<br>Waco, Texas 76706 |
| 1.17 | Design of an evaluation instrument. Instrument can be used in detailed analysis of any program from classroom level through district level. All grade levels. State support. | Texas<br>Andrew T. Nutt<br>Educational Program Director<br>Division of Assessment and Evaluation<br>Texas Education Agency |
| 1.18 | The Guidance Program Evaluation represents the development and introduction of Student and Teacher Survey Evaluation. All forms with provision for computer analysis and generation of a local evaluation report. The program is intended to assist schools in the evaluation of their local guidance program planning and development. All levels. NDEA, Title V-A support. | Ohio<br>Walter W. Adams<br>Supervisor<br>Guidance Program Development<br>Division of Guidance and Testing<br>751 Northwest Boulevard<br>Columbus, Ohio 43212 |
| 1.19 | Development of program designed to evaluate local school systems and to provide guidance in planning improvements in areas of need. K-12. Federal and state support. | Virginia<br>Fendall R. Ellis<br>Special Assistant for School Evaluation<br>State Department |

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| 1.20 | Michigan Assessment Program. K-12. State support. | Michigan<br>Dr. Tom Wilbur<br>State Department |

## 2. INFORMATION SYSTEMS, DATA PROCESSING

### Enacted Legislation

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| 2.01 | California Educational Information (CEIS) -- provides for development of data processing system where local school districts and state have appropriate interface and can use same date. | California<br>AB 1610 |
| 2.02 | Central Data Processing Authority was redefined. | Mississippi |
| 2.03 | Some assistance in state planning. | Wisconsin<br>Ch. 154 |

### Outstanding Educational Achievements

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| 2.04 | The goal statements of approximately 900 school districts have been categorized, and are being placed in the data bank of the State Department of Education. The system is unique in that it is not a closed system, but allows for a new category whenever identified by a local school district. The major categories are included in "Educational Goals and Objectives", published by the California School Boards Association in 1969. When the system is complete, the state will have an information system to make decisions about curriculum planning, statewide testing and evaluation, and PPBS. The information, however, will be based upon decisions that have been made at the local level and which involved the community, the profession, and the students. K-12 level. Federal, foundation, state and local support. | California<br>Edmund L. Lewis<br>Assistant Executive Secretary<br>California School Boards Association<br>455 Capitol Mall, Suite 375<br>Sacramento, California 95814 |
| 2.05 | New York State Information System. All levels. State support. | New York<br>John Stiglmeier<br>State Department |
| 2.06 | Public Information and Dissemination. All levels. Federal and state support. | North Dakota<br>Lloyd Kuehn<br>State Department |
| 2.07 | Data Processing. All Levels. Federal and state support. | North Dakota<br>Leslie Engstrom<br>State Department |

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| 2.08 | In 1968 the Ohio Department of Education called together representatives from school districts using electronic data processing equipment. The primary purpose of the group has been to develop compatible data processing systems and to avoid duplication wherever possible. Standards have been developed in several sub-systems. These include personnel records, course codes, and pupil records. While much of the work is in the formative phase, it is noteworthy that all of the large systems in Ohio are now submitting some reports on magnetic tape or punched cards. K-12 levels. ESEA, Title V, state support. | Ohio<br>Frederick W. Beckman<br>Cleveland City Schools;<br>Richard Hitt<br>Columbus City Schools;<br>Ervin E. Reed<br>County Superintendent<br>Cuyahoga County;<br>Gerald Hartman<br>Franklin County Schools |
| 2.09 | During the late fall of 1969, Central Data Systems of Cleveland announced they were discontinuing their services to schools in Ohio. The Ohio Department of Education decided (1) help should be offered to these schools to insure that grades and other records would continue to be processed; and (2) these schools would work not with the State Department of Education as such, but through a regional or school district. The Ohio Department of Education called a meeting of the districts involved, The Franklin County Area Information Center, and the Mansfield City Schools to draw up a plan which would meet the two conditions previously stated. An agreement was reached whereby all the schools in the Mansfield-Richland County area would contract with the Mansfield Board of Education for future data processing activities. The Ohio Department of Education would assume responsibility for converting the Central Data System files to a format which could be used by Mansfield. Mansfield agreed to offer subcontracting schools the "Franklin County System" which had been developed under ESEA, Title III. K-12 levels. ESEA, Titles III and V support. | Ohio<br>Robert Glass<br>Superintendent<br>Mansfield City Schools;<br>Dale Schlatter<br>Superintendent<br>Willard City Schools;<br>Donald Sutter<br>Superintendent<br>Lexington Local Schools |
| 2.10 | Participated as one of thirteen states in the Midwestern States Educational Information Project to develop an integrated educational information system. K-12 levels. Title V, Section 505, PL 89-10, and participating states' support. | South Dakota<br>Lester D. Mord<br>State Department |

2.11 Reports Management System (RMS)-- to control/track the reporting of data to and from the Texas Education Agency in order to increase the efficiency, consistency, and timeliness of reporting information essential for educational decisions and prevent the collection of the superflous and redundant data. All levels. State support.

Texas
Jerry T. Barton
Director, Research
Texas Education Agency

## 3. PROGRAMMING, PLANNING, BUDGETING SYSTEMS (PPBS)

### Enacted Legislation

3.01 Planning, Programming, Budgeting System (PPBS) -- Set up Commission to establish budgeting and accounting procedures for public schools using PPBS.

California

3.02 A statewide comprehensive Planning-Programming-Budgeting System measure was enacted for State program and financial management, including the University of Hawaii budget. A six year program and financial plan is required.

Hawaii
Act 185, SLH 1970

### Proposed Legislation

3.03 Planned Program Budgeting for all funds on state and local levels. Proposed by governor's office.

Washington
Harry Ross
State Department

3.04 Program Planning Budgeting System. Proposed by House of Representatives.

Florida
Lee G. Henderson
Director
Division of Community Colleges (523K)
State Department

### Outstanding Educational Achievements

3.05 The entire Department of Public Instruction has been involved in an extensive inservice program on Management by Objectives. This inservice program has been presented to small groups of professional employees in offices in Washington, D. C. This has contributed a great deal to the work of task forces and the relating of objectives for conversion into a five-year plan with budgetary figures.

Iowa
State Department

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| 3.06 | The Department of Public Instruction has established 11 task forces considering 11 basic topics and developing five-year plans pointed toward the application of planned programming and budgeting in order that we may have more fully developed a plan and projected it to a five-year period. This activity is progressing very well and should pay dividends within the next year or two. | Iowa<br>State Department |
| 3.07 | Inauguration of Program Budgeting System. All levels. State support. | Rhode Island<br>Arthur R. Pontarelli<br>State Department |
| 3.08 | Development of a total system of accrual accounting and encumbrance system for district fiscal operation in ten pilot districts for 1970-71, with plans for instituting the system in all districts for 1971-1972. K-12 levels. State support. | Florida<br>Ray Bazzell<br>Administrator<br>District State School Finance (100MT)<br>State Department |

## 4. PLANNING -- STATE STUDIES

### Enacted Legislation

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| 4.01 | Commission to study the cost and quality elementary, secondary and continuing education. | New York<br>Ch. 176 |
| 4.02 | Directs the state Council on Public Higher Education to study the role and scope of the institutions in the state system as well as studying its own role. | Kentucky<br>SB 117 (second committee substitute, 1970) |
| 4.03 | Resolution for Legislative Study of Public Education. Provides for a two-year study of education during 1969 and 1970. | Colorado<br>Senate Joint Resolution 14 (1969) |

### Proposed Legislation

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| 4.04 | Comprehensive statewide long range planning. Proposed by state superintendent. | Wisconsin<br>William C. Kahl<br>State Department |

### Outstanding Educational Achievements

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| 4.05 | Plan for utilization of federal funds for comprehensive educational planning and evaluation. All levels. ESEA, Title I, Sec. 402. | West Virginia<br>B. G. Pauley<br>State Department |

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| 4.06 | Task force for legislative planning. Use of task force and subcommittees working a year in advance to develop specific legislative recommendations. Grades 1-12. State support. | Idaho<br>Dr. Roy Truby<br>Administrative Assistant<br>State Department |
| 4.07 | The Education Improvement Expense (EIE), which emphasizes planning, freedom of action and detailed evaluation, will enter its third year of operation at the beginning of FY 71. The program promotes involvement of all citizens within a district seeking ideas for improvement. District is given responsibility for developing a plan with only requirement being staff development program must receive highest priority. District must embark on a systematic program of short and long range planning. This requires county to determine its goals, objectives, and needs, then analyze data for evaluation. K-12 levels. State support. | Florida<br>Oliver E. Daugherty<br>Chief<br>Bureau of Planning and Coordination (125MJ)<br>State Department |
| 4.08 | The educational charrettes conducted by the Florida Department of Education have resulted in comprehensive educational specifications documents. The charrette process has been a group planning process comrpised of educators and community leaders -- in short, all those persons having an interest and involvement in the local school. K-Jr. college levels. | Florida<br>Harry L. Pelley<br>Administrator<br>Educational Facilities Planning<br>Bureau of School Facilities<br>State Department |
| 4.09 | Planning Education for Nevada's Growth, a master plan for education was completed by the Nevada State Department of Education in February of 1969. This plan covers mandates in education for Nevada schools, along with recommended exemplars in all areas of education. All levels. Federal and state support. | Nevada<br>John Gamble<br>Deputy Superintendent and Coordinator of Divisions<br>State Department |
| 4.10 | Report of the Governor's Study Commission on the Public Schools. | North Carolina<br>Dr. Jerome Melton<br>Assistant Superintendent for Program Services<br>State Department |

## 5. PERFORMANCE CONTRACTING

### Outstanding Educational Achievements

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| 5.01 | Performance contracting -- initiation of an experimental program for school year 1970-71 involving seven local school systems in performance contracting with the education industry in areas of reading and mathematics. Elementary level. Federal support. | Virginia<br>A. L. Wingo<br>Special Assistant for Federal Programs<br>State Department |

## 6. RESEARCH AND DEVELOPMENT

### Enacted Legislation

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| 6.01 | Commitment of the state to a program of continuing educational research and development. | Florida<br>Ch. 69-401 |
| 6.02 | Act to create regional service centers and conduct research. | Utah<br>SB 3 (69-70)<br>HB 9 (70-71) |
| 6.03 | Provide full funding for Department of Educational Research and Evaluation. | Illinois |

### Proposed Legislation

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| 6.04 | Major funding for research and planning. Proposed by State Education Agency. | North Carolina<br>Dr. H. T. Conner<br>Assistant Superintendent<br>Research and Planning<br>State Department |

### Outstanding Educational Achievements

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| 6.05 | Research and development program. K-12. State support. | Florida<br>K. Fred Daniel<br>Associate for Planning and Coordination<br>State Department |
| 6.06 | Appropriates $400,000 for the establishment and development of educational centers of research and demonstrations. Ch. 122, 1970. Elementary and secondary levels. State support. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 6.07 | Establishment of Planning and Evaluation Unit within the Department of Education. All levels. Title VI, Sec. 402; Title III, ESEA. | Idaho<br>Wayne Phillips<br>Department of Planning<br>State Department |
| 6.08 | The development of a planning unit has been one of the prime targets of the Division of Research, Planning and Development. The unit which has recently been initiated is to provide a planning capability on both department and statewide bases. All levels. Federal support. | Ohio<br>Russell A. Working<br>Director<br>Division of Research, Planning and Development, Room 615<br>State Department |

## 7. SCHOOL DISTRICT NEED ASSESSMENT

### Outstanding Educational Achievements

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| 7.01 | The Division of Educational Services has instituted a sophisticated task force approach to solving school districts' needs, from assessment to inservice, assistance. Elementary and secondary levels. Federal and state support. | Nevada<br>Bert L. Cooper<br>Director<br>Curriculum and Instruction Branch<br>State Department |
| 7.02 | The Division of Research, Planning and Development has implemented a statewide needs assessment survey in order to identify the most pressing educational needs. This most comprehensive educational study -- Educational Planning for Ohio Schools -- ever to be undertaken in Ohio covered the following areas: auxilliary personnel, data processing, educational technology, school facilities, library manpower, pupil transportation, vocational education, library services, regional service centers, preschool education, education for the bling and deaf, education for the disadvantaged youth, teacher education, and the major social issues of abusive use of drugs, alcohol, tobacco, human sexuality and aggressive behavior. | Ohio<br>Russell A. Working<br>Director<br>Division of Research, Planning and Development, Room 615<br>State Department |

## B. CURRICULUM AND INSTRUCTION

### 1. BILINGUAL EDUCATION

#### Enacted Legislation

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| 1.01 | Does not require English to be the only language of instruction in all grades, but leaves bilingual instruction in the elementary school to the discretion of the local school districts. To have bilingual instruction above grade 6, the school district must receive permission from the Texas Education Agency. | Texas<br>HB 103 |
| 1.02 | Inaugurates bilingual instruction with modest state support in participating school districts. | Arizona<br>Ch. 95, First regular session, 29th Legislature, also known as HB 1. (1969) |

#### Proposed Legislation

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| 1.03 | Bilingual Education. An act providing for the establishment and implementation of special courses of transitional bilingual education in the public schools. Proposed by the Board of Education. | Massachusetts<br>Neil V. Sullivan<br>Commissioner<br>State Department |

#### Outstanding Educational Achievements

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| 1.04 | Bilingual language program. Elementary level. State support. | Alaska<br>Mrs. Winifred Lande<br>Alaska Rural School Project.<br>University of Alaska<br>College, Alaska 99701 |
| 1.05 | New approaches to bilingual education for Spanish-speaking children. Kindergarten level. | New Mexico<br>David L. York<br>Superintendent<br>Tumcari Public Schools;<br>James R. Brown<br>Superintendent<br>Mountainair Public Schools |
| 1.06 | English as a second language. This project developed a curriculum plan and other materials for teaching English as a second language to Spanish-speaking first grade pupils. Grades 1-3. Federal support. | Texas<br>Harold R. Dooley<br>Executive Director<br>Region 1 Education Service Center<br>101 South Tenth<br>Edinburg, Texas 78539 |

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| 1.07 | Region I Bilingual Project. Teaches five-year-olds to read first in Spanish, then in English. State support. | Texas<br>A. R. Ramirez<br>Director<br>Bilingual Education Project<br>Region I, Education Service Center<br>101 South Tenth Street<br>Edinburg, Texas 78539 |
| 1.08 | Exemplary bilingual school district. There is an equal number of English- and Spanish-speaking children in the classes. Kindergarten level. State support. | Texas<br>Dolores A. Earles<br>Director<br>Bilingual Education Project<br>United Consolidated Independent School District<br>P. O. Box 826<br>Laredo, Texas 78040 |
| 1.09 | Bilingual education program for Cherokee and Choctaw Indian students. Grades 1-6. Federal support. | Oklahoma<br>Ross Underwood<br>Northeastern State College<br>Tahlequah, Oklahoma |

## 2. DIAGNOSTIC AND PRESCRIPTIVE TEACHING

### Outstanding Educational Achievements

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| 2.01 | Early identification of students having a perceptual impairment which retards educational achievement. Kindergarten, grade 1. Local support. | Oklahoma<br>Nelda Ferguson<br>Oklahoma City Public Schools<br>Oklahoma City, Okla. |
| 2.02 | Educational programming based on learning disability grouping rather than on traditional diagnostic classification procedures. A demonstration center for 53 EMR, EH, blind and deaf. Elementary level to grade 6. Local support, 50%. Federal (ESEA Titles III and VI-A), 50%. | California<br>Dr. Frank D. Taylor<br>Project Director<br>Santa Monica Unified School District<br>1723 Fourth Street<br>Santa Monica, California<br>90401 |
| 2.03 | A design for a continum of special education services. This is a unique model which will allow public school children with learning problems to receive whatever services they need to correct or remediate their individual | Maryland<br>Mrs. Rozelle Miller<br>Division of Instruction<br>State Department<br>600 Wyndhurst Avenue<br>Baltimore, Maryland<br>21210 |

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| 2.03 | (Continued) problems. These supplemental services include diagnostic/prescriptive teaching and resource rooms for early identification of learning problems so that learning programs can be developed based on the learning strengths and patterns of children. The two-year feasibility study is focused on K-3. Data will be gathered and evaluated to determine the numbers of children served, the types of learning problems and the best educational program to meet the individual needs. | |
| 2.04 | Diagnostic-prescriptive approach to teaching reading and math. Kindergarten through grade 9. Federal support: ESEA, Title I. State demonstration project. | California<br>Ruth Love Holloway<br>Chief<br>Bureau of Program Development<br>Division of Compensatory Education<br>State Department |
| 2.05 | Learning Disability Center. Grades 1-3. ESEA Title III. | Massachusetts<br>Katherine L. Gott<br>Hampden County Learning Disability Center<br>Homer Street School<br>Springfield, Massachusetts |

## 3. DRUG EDUCATION

### Enacted Legislation

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| 3.01 | Provides program and funds for prevention and control of drug abuse and for treatment and rehabilitation of drug abusers. | Delaware<br>Laws of Delaware<br>Vol. 57, Ch. 551 |
| 3.02 | State funds for statewide program in drug education. | Florida<br>Ch. 70-202 |
| 3.03 | Through this bill all boards of education are required to include instruction in the harmful effects and legal restrictions against the use of drugs, alcoholic beverages, and tobacco in the graded course of study for all schools. | Ohio<br>HB 874 |

3.04 Required that the public schools of Texas, grades 5-12, teach a course in the prevention of crime and abuse of narcotics. It also established an advisory Commission of nine members to advise the State Education Agency on matters concerning crime and drug education.

Texas
HG 467

### Outstanding Educational Achievements

3.05 This act provides for drug education programs for teachers and pupils making it a part of the curriculum. Ch. 85, 1970. Secondary level. State support.

New Jersey
R. M. Beechner
NJEA Research Library
180 West State Street
Trenton, N. J. 08608

3.06 In the spring of 1968, the Department of Education entered into a contract with one of the nation's leading curriculum development organizations, the Educational Research Council of America (ERCA), to conduct an intensive examination of students' and teachers' knowledge and attitudes toward drugs, alcohol and tobacco. Using those findings, after nearly two years of study and pilot testing, ERCA researchers and selected teachers from the Dayton and Lima City Schools have developed the junior high school teacher and student materials for drug, alcohol and tobacco education. Teacher training seminars have been planned to assure the effective use of these broadly researched and tested instructional materials. A total curriculum sequence will be available for distribution in grades 4 through 12 by September, 1971. In addition, curriculum materials are being developed to assist teachers to provide instruction -- grounded in research and the theory of the causal nature of behavior -- in the areas of abusive use of aggressive behavior and human sexuality. Grades 4-12. Federal support.

Ohio
Russell A. Working
Director
Division of Research, Planning and Development, Room 615
State Department

3.07 To curb the spreading influences of the drug culture among teenagers and pre-teenagers in Ohio schools, the State Board of Education has established a Division of Drug Education for long-term efforts to combat drug abuse and implemented the Ohio Drug Education Training Program. Initiation of the drug education services means that Ohio schools will have a continuing source of assistance and leadership in coping with one of the most potentially crippling problems facing young people. All levels. Federal support.

Ohio
W. W. Zinser
Director
Division of Drug Education
State Department

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| 3.08 | Drug abuse education program. Grades 1-12. Federal, state and local support. | Oklahoma<br>Nevin Starkey<br>State Department |
| 3.09 | Development of integrated curriculum on drug abuse. Elementary and secondary levels. State support. | Rhode Island<br>Grace M. Glynn<br>State Department |
| 3.10 | Drug abuse program: statewide drug education program planned for 1971. Secondary and continuing levels. State and EPDA support. | South Carolina<br>Dr. Charlie Williams<br>Deputy Superintendent<br>General Education<br>State Department |
| 3.11 | Inauguration of statewide teacher training program on drug abuse and development of teachers' guide on drugs and drug abuse. K-12 levels. Federal and state support. | Virginia<br>Franklin A. Cain<br>Supervisor<br>Teacher Education<br>State Department |

## 4. EDUCATIONAL TELEVISION

### Enacted Legislation

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| 4.01 | Appropriations for Educational TV. | Idaho<br>SB 1400 (1969) |
| 4.02 | Educational Television Authority was reorganized, 1969. | Mississippi |
| 4.03 | Establishment of an Educational Broadcasting Commission for ETV. | North Dakota<br>HB 385 |

### Proposed Legislation

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| 4.04 | State instructional television network. Proposed by state superintendent. | Wisconsin<br>William C. Kahl<br>State Department |

### Outstanding Educational Achievements

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| 4.05 | Maryland State Department of Education first in-school ITV services started October 5, 1969. K-12 levels. Teacher training. State support. | Maryland<br>Angela McDermott<br>Director<br>Division of ITV<br>Maryland Center for Public Broadcasting<br>Owings Mills, Maryland 21117 |

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| 4.06 | School television. All levels. State, federal, foundation and local support. | New York<br>Lee Campion<br>State Department |
| 4.07 | Closed circuit television expansion. Secondary level. Federal support. | Oregon<br>Owen Sabin<br>Superintendent<br>Milwaukie UH District 5<br>2202 SE Willard<br>Milwaukie, Oregon<br>97222 |
| 4.08 | Adult basic education TV pilot project -- Rusk Independent School District. Exemplary television project supplementing and strengthening Adult Basic Education learning center, night-time ABE classes, regular K-12 programs for children, and inservice training for ABE teachers. VHF Channel 7 has been leased for 5 years at $1 per year from E-Z Vision Cable Company on a 24-hour basis. Operating from the ABE learning center studios, two hours of educational programming per weekday are provided to over 700 homes in this rural area. 16 mm. films, filmstrips, locally produced videotaped programs, slides, recordings, and live broadcasts range over topics such as history, math, job interviews, reading, science, health, and language arts for ABE students. VTR's are used also in regular ABE classes on closed circuit video playback equipment. Adult Basic Education teachers are receiving part of their required inservice training via cable TV on their own TV sets at home. Elementary and secondary levels. Federal support. | Texas<br>Bob Allen<br>Director<br>Adult and Continuing Education<br>Texas Education Agency |

## 5. ENVIRONMENTAL EDUCATION

### Enacted Legislation

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| 5.01 | State funds for statewide program in environmental education. | Florida<br>Ch. 70-241 |
| 5.02 | Approved plan to provide optional program at school district level in instruction relating to peaceful use of nuclear energy. Superintendent of Public Instruction to administer program, with power to reimburse participating districts: including power to contract for demonstration centers, workshops, or experimental projects. | Illinois<br>HB 2601 (1969) |

### Proposed Legislation

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| 5.03 | Environmental education. | Idaho |

### Outstanding Educational Achievements

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| 5.04 | Environmental education program. Grades 1-12. Federal support: Title III, ESEA. | Kentucky<br>Richard L. Winbarger<br>Coordinator<br>Title III, ESEA<br>State Department |
| 5.05 | Identification and development of sites, materials and personnel for environmental education. K-12 levels. Federal support. | Utah<br>Lyle Tregaskis<br>Alpine District Office<br>50 North Center<br>American Fork, Utah<br>84003 |

## 6. INDIVIDUALIZED INSTRUCTION

### Outstanding Educational Achievements

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| 6.01 | Increased individualization of instruction. Grades 1-12. | Minnesota<br>E. Raymond Peterson<br>Assistant Commissioner of Instruction<br>State Department |
| 6.02 | Project SOLVE. A network of elementary schools exploring innovative ways of providing individualized instruction. K-6 levels. | New Hampshire<br>Charles Kadel, Jr.<br>Director, Project SOLVE<br>64 North Main Street,<br>Concord, New Hampshire |
| 6.03 | In 1969 a number of districts in cooperation with the State Board of Education began the development of an individualized approach to instruction. This has been in a developmental stage and this past year July 1970, several programs of this nature were amalgamated into one entitled the Utah Systems Approach to Individualized Learning. K-12 levels. Federal and state support. | Utah<br>Carma Hales<br>State Department |
| 6.04 | Statewide staff development for individualized instruction. Federal support: Title III. | Wisconsin<br>Russell Way<br>Publications Information Services<br>State Department |

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| 6.05 | Individualized instruction program. K-6 levels. Local support. | Wyoming<br>Paul Novak<br>Principal<br>Torrington Elementary School<br>Torrington, Wyoming |

## 7. INNOVATIVE PRACTICES

### Enacted Legislation

| | | |
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| 7.01 | Educational Incentive Act. Provides for innovative programs on a matching dollar basis -- $50,000 for 1969; funding continued in 1970. | Colorado<br>HB 1456 (1969) |

### Outstanding Educational Achievements

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|---|---|---|
| 7.02 | Growth of innovative practices in the elementary and secondary schools. Federal, state and local support. | Georgia<br>R. C. Beemon, Director<br>Title I Elementary and Secondary Education Act.<br>State Department |
| 7.03 | Appropriated a $100,000 grant program to enable preschool,elementary and secondary teachers to design and implement innovative educational concepts and methods. Ch. 93, 1968. State support. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, N. J. 08608 |
| 7.04 | Experimental programs for correcting racial imbalance. Elementary and secondary levels. State and local support. | New York<br>Wilbur Nordos<br>State Department |
| 7.05 | Project STEP. Secondary and continuing levels. State and local support. | New York<br>Elizabeth Ewell<br>State Department |
| 7.06 | Approximately 400 sixth, seventh, and eighth grade boys of average or above intelligence, who are doing poorly in public or parochial school because they have lost their motivation to learn, attend Pennsylvania Advancement School on a voluntary basis for one or more terms each year. The school focuses on subjects that are of keen interest to the boys and operates in a relaxed and informal manner. When the boys return to their original schools, PAS staff members visit them and check on their progress on a regular basis. PAS has become a center for staff development with an aim toward helping teachers develop a more open attitude toward people, teaching, materials, and ideas. Grades 6-8. Federal, state and local support. | Pennsylvania<br>Dr. Martin S. Cohen<br>Director, PAS<br>Fifth and Luzerne Sts.<br>Philadelphia, Pa.<br>19140 |

7.07 The Parkway School. The Parkway Program is an experimental high school in Philadelphia without grades, arbitrary rules, or a school building. This year-round school concept uses the resources of the city both as its building and as the raw material of its curriculum. Students travel to as many as 90 cooperating institutions to participate in courses or projects; they may choose courses varying from language study to vagabond sketching to paid employment. The base of the school's operation is the tutorial group which meets two hours four days a week. In the tutorial family the student plans his schedule, receives personal counseling, and makes up deficiencies in basic skills. The emphasis of the program is the synthesis of life and education via participatory democracy. Secondary level. Federal, state, foundation and local support.

Pennsylvania
Mr. John Bremer
Director
Parkway School
1801 Market Street
Philadelphia, Pa.
19103.

7.08 Enrichment of small high school curriculum through utilization of staff and programs from nearby colleges and community college. Secondary level. State and local support.

Oregon
John Tietema
Superintendent
Huntington School District
Huntington, Oregon
97907

7.09 Pennsylvania Nuclear Science Project. Twenty school districts participated in a pilot program in Nuclear Science in cooperation with the Pennsylvania Department of Education. This is a cross disciplinary course, freely including areas of nuclear physics, nuclear and radiochemistry, radiation biology, and radioisotope applications. The course uses a systems approach, and is written in behaviorial terms. Achievement tests specifically designed to measure the behavioral objectives have shown significant achievement of the subject content, while measurements on the Test on Understanding Science have indicated the nature of science and the scientific process. The number of participating school districts has been expanded to thirty-eight for the 1970-71 academic year. For high ability students in grades 11 and 12 who have completed both chemistry and physics, or who have completed one course and are enrolled in the other. State, foundation, and local support.

Pennsylvania
John J. McDermott
Science Education Advisor
Division of Science and Mathematics
Bureau of General and Academic Education
State Department

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| 7.10 | Junior high without grades or course requirements; students required to be in class or study hall except during lunch, but each develops own schedule of classes. | Oregon<br>Donald Jackson<br>Principal<br>Roosevelt Junior High<br>680 E. 24th<br>Eugene, Oregon<br>97405 |
| 7.11 | Appropriated $480,000 for the development, organization and operation of Neighborhood Education Centers for reaching and motivating the high school dropout. Ch. 182, 1968. Secondary level. State support. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 7.12 | Completely unstructured school for dropouts of all grade levels. Elementary and secondary levels. Local support. | Oregon<br>Amasa L. Gilman<br>Principal<br>Metropolitan Learning Center<br>2033 NW Glisan<br>Portland, Oregon<br>97209 |
| 7.13 | Emergence of the Middle School. Presently have approximately 60 such schools in operation, employing many new and exciting ideas that seem to hold promise. Grades 5-8. State support. | Florida<br>Joseph W. Crenshaw<br>Chief<br>Bureau of Curriculum and Instruction (369K)<br>State Department |
| 7.14 | Growth of "Middle School" concept in a number of Texas school systems. Fort Worth system has made near-complete transition to Middle School operation. Grades 6-8. State and local support. | Texas<br>Julius G. Truelson<br>Superintendent<br>Fort Worth ISD<br>3510 West Lancaster<br>Fort Worth, Texas<br>76107 |
| 7.15 | Donna Basic Education. Takes overage students out of the elementary school and places them into a junior high, giving credit for courses though taught at a lower level. This project has cut the dropout rate drastically. Grades 5-8. State support. | Texas<br>Lee Frasier<br>Educational Program Director<br>Migrant Education<br>Texas Education Agency |
| 7.16 | A demonstration computer assisted guidance system (Interactive Learning System). Secondary level. State support. | Maryland<br>Dr. Herbert Hilliard<br>Anne Arundel County Board of Education |

## 8. INTERGROUP EDUCATION -- INTEGRATION

### Outstanding Educational Achievements

8.01 In the last few years the Intergroup Education Office has been concerned primarily with the general objectives of fostering better relations between individuals and groups of different races, religions, national origins, and social-economic status within the public education system. Methods used to help schools attain this include aid to integrating minority group studies into the curriculum, inservice training in social awareness for teachers and administration, seminars and workshops wherein a number of school districts are able to draw upon the counsel of selected resource people, and develop instructional materials on intergroup education and help effectively disseminate the information to schools and their communities. Their work was furthered by the receipt of a grant from the federal government under Title IV of the Civil Rights Act of 1964. This has enabled the Intergroup Education Office to become more deeply involved in aiding racially imbalanced school districts to write, adopt and implement desegregation plans. K-12 levels. Federal and state support.

Pennsylvania
Director
Office of Intergroup Education
Bureau of General and Academic Education
State Department.

8.02 Ohio, with more urban areas than the other states and with one out of four of its students enrolled in the eight largest school systems, statistically dramatizes the importance of urban education. To coordinate compensatory programs, to assist in the resolution of social and educational issues confronting high-density inner city areas, Ohio was the first state in the nation to appoint an Assistant Superintendent for Urban Education. Subsequently, a Commission on Urban School Development was appointed to provide policy recommendations to explore new methodology, curriculum design, instructional materials development and teaching manpower issues in an effort to resolve these serious social-educational conditions. The Office of Equal Educational Opportunity was organized to assist schools in improving

Ohio
Robert Greer
Assistant Superintendent for Urban Education
State Department

educational opportunities, especially among ethnic minorities, and to intensify action and application of new knowledge toward the resolution of obstacles to equal educational opportunities. Subsequent developments have included a comprehensive ethnic survey of the students and teachers in each of Ohio's 639 school districts, conferences and symposiums designed to acquaint school personnel with the growing complexities of urban America, and an in-depth evaluation of 299 high schools in the eight metropolitan counties. All levels. Federal support.

8.03 Project Catalyst. One of the largest projects of its type in the nation, it is concerned with desegregation of schools, affecting teachers, superintendents, and administrators. K-12 levels. Federal support.

Texas
Mack W. Mullins
Executive Director
Region XII
Educational Service Center
P. O. Box 6428
Waco, Texas 76706

8.04 EDCO -- Education Collaborative for Greater Boston -- Race Relations training; Outdoor School and Exchange; Cooperative Education; Performing Arts. All levels. ESEA, Title III support.

Massachusetts
Dr. Robert Peebles
94 Prescott St.
Cambridge, Massachusetts.

## 9. PARENT INVOLVEMENT

### Outstanding Educational Achievements

9.01 Involving parents in school programs -- K-6. Aides, volunteers, special classes, etc. Federal support: ESEA, Title I.

California
Ruth Love Holloway
Chief
Bureau of Program Development
Division of Compensatory Education.
State Department

## 10. READING AND MATHEMATICS

### Enacted Legislation

10.01 Educational Achievement Act. Provides for pilot programs to improve reading for pupils two years or more behind grade level. $2,000,000 during 1969-70, $1,547,000 during 1970-71.

Colorado
SB 174 (1969)

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| 10.02 | Provides for demonstration projects in reading and math at grades 7, 8, 9. The legislation permits waivering education code allowing flexibility in employing staff and curricular planning and scheduling. | California<br>SB 28, 1966 |

Outstanding Educational Achievements

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|---|---|---|
| 10.03 | Reading and math laboratory in elementary school. K-6 grades. Federal support: ESEA, Title I. | California<br>Ruth Love Holloway<br>Chief<br>Bureau of Program Development<br>Division of Compensatory Education<br>State Department |
| 10.04 | Development of sequence of behavioral objectives for elementary math and reading. | South Dakota<br>Dr. Eldon Gran<br>Assistant Superintendent<br>State Department |
| 10.05 | The establishment of a statewide "Right to Read" program embodying workshops, clinics, and consultative services, including remedial reading and basic skills. All levels. Federal, state and local support. | North Dakota<br>Kay Skavanger<br>State Department |
| 10.06 | Thirty-three educators and laymen have accepted appointment to serve on Ohio's recently authorized "Right to Read" Commission, designed to spearhead a massive attack on basic reading and literacy problems in Ohio Schools. It is hoped that, through the commission's efforts, reading achievement commensurage with ability will be a reality for all Ohio youngsters by the end of this decade. Ohio is the first state to design a reading program which will reach each school building within the state. To assure that the findings of the commission are reflected in each of the 5,113 schools, the reading project has been structured on a 12-region basis. Each region is represented on the state commission, and a regional steering committee will work with its area chairmen to organize meetings, involve interested groups and disseminate information. Ohio's Right to Read efforts are the most far-reaching of any yet developed in the nation. | Ohio<br>Miss Virginia Lloyd<br>Chief<br>Elementary Education<br>Division of Elementary and Secondary Education<br>Room 606<br>State Department |

10.07 Mathematics Laboratory. This mathematics laboratory was developed to identify underachievers in mathematics early in a course and to provide facilities to stimulate interest in the subject. The laboratory is equipped with an electronic communications system. The console of the system informs the teacher of the correct responses of the class. In addition, the teacher can assign values to each question and the cumulative result is recorded on the console, giving the teacher an evaluation of each student at the end of the period. The system can also be used to present audio visual aid by means of magnetic tape, motion picture and film strip projectors. In addition to the communications system, the laboratory is equipped with models and visual aids, mechanical calculators, an electronic calculator and a teletypewriter connected to a computer in the Altoona High School. These aids help the students see abstract concepts, eliminate the need to do laborious calculations and learn computer training.

Pennsylvania
John O. Rittenhouse, Jr.
Head, Department of
Mathematics
24th and Cassady Ave.
Huntingdon Area
Senior High School
Huntingdon, Pennsylvania
16652

## 11. STAFFING -- DIFFERENTIATED -- PARAPROFESSIONALS -- PUPIL/TEACHER RATIO

### Enacted Legislation

11.01 Permits twenty schools to initiate differentiated staffing on experimental basis for two years.

Kentucky
SB 215 (1970)

11.02 Permits ten school districts to use state funds for paraprofessional salaries on experimental basis for two years.

Kentucky
SB 228 (1970)

11.03 Reduction of pupil-teacher ratio: To 1 teacher per 26 students.

South Carolina
Act 1263 (1968)

### Proposed Legislation

11.04 Reduction in pupil-teacher ratio in grades 4 through 7 from 28 to 1 to 25 to 1. Proposed by all educationally related groups.

Georgia
Dr. Carl V. Hodges
197 Central Avenue SW
Atlanta, Georgia
30334

## Outstanding Educational Achievements

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|---|---|---|
| 11.05 | Utilization of teacher aides in classroom. K-12 levels. Federal support: ESEA, Title I | California<br>Ruth Love Holloway<br>Chief<br>Bureau of Program Development<br>Division of Compensatory Education<br>State Department |
| 11.06 | Team teaching in open space school facilities. Local support. | Oklahoma<br>Lester M. Reed<br>Superintendent<br>Norman Public Schools<br>Norman, Oklahoma |
| 11.07 | Three on two program. Assigning a team of three teachers to two classes made up of pupils in adjacent grade levels. K-3. State support. | Hawaii<br>Dr. Arthur Mann<br>Assistant Superintendent<br>State Department |
| 11.08 | Reduction of pupil-teacher ratio in primary grades 1 through 3 from 28 to 1 to 25 to 1. State and local support. | Georgia<br>Mr. E. C. Mitcham, Jr.<br>197 Central Ave SW<br>Atlanta, Georgia<br>30303 |
| 11.09 | With enabling legislation during the past two years, Florida has become one of the leading states in the further development of one of the most promising concepts under consideration on the public school scene today. That concept is differentiated staffing. This simply means providing children with the best possible education by using the talents, interest and professional ambitions of each member of a school staff in an effective, productive and satisfying manner.Federal and state support. | Florida<br>Marshall L. Frinks<br>(on educational leave<br>until May 31, 1971<br>working on doctorate<br>at) School of Education<br>University of Massachusetts<br>Amherst, Massachusetts<br>01002 |
| 11.10 | Non-graded -- differentiated staffing. Elementary level. Local, state, and federal support (Title I). | Arizona<br>Mr. Jack Null,<br>Superintendent<br>Wilson District #7<br>2411 East Buckeye Rd.<br>Phoenix, Arizona |
| 11.11 | Non-graded program (Team Teaching). Elementary level. State and local support. | Arizona<br>Mr. Leroy Whitecraft<br>Superintendent<br>Osborn District #8<br>1226 West Osborn Rd.<br>Phoenix, Arizona |

11.12 Differentiated staffing has been studied and a pilot program is being initiated in one of Nevada's progressive school systems. Elementary level. Federal, state and local support.

Nevada
Dr. Phil Kapher
State Department

## 12. STATEWIDE CURRICULA -- CURRICULUM CENTERS

### Enacted Legislation

12.01 Curriculum "Magna Carta" Act. Lifted many statewide mandates and permitted local districts to revise curriculum based on local need. Some Commonality was established to provide for mobility in population.

California
SB 1

### Outstanding Educational Achievements

12.02 Establishment of three curriculum centers in connection with the colleges at Northern, SUSD, and BHSC. All levels. State support.

South Dakota
Dr. Eldon E. Gran
Assistant Superintendent
Division of Instructional Services
State Department

12.03 State Curriculum Materials
- English Language Arts in Wisconsin
- German Curriculum Guide
- Spanish Curriculum Guide
- French Curriculum Guide
- Music Guide
- A Guide to Science Curriculum Development
- Individually Guided Education in the Multi-Unit Elementary School.
- Environment for Art Instruction
- Art Curriculum Guidelines
- Knowledge, Processes and Values in Social Studies
- Guidelines to Mathematics 6-8

Title III, state support.

Wisconsin
Russell Way
Publications Information and Services
State Department

12.04 Countywide instructional materials center in Carbon County, Wyoming. This was a Title III project that has received national recognition. It has now been assumed by a Board of Cooperative Services. K-12 levels. Federal and state support.

Wyoming
Andy Prather
Director
Carbon County
Instructional Materials Center
Rawlins, Wyoming
82301

## 13. TEXT BOOKS AND MATERIALS

### Enacted Legislation

| | | |
|---|---|---|
| 13.01 | Enactment of multiple adoptions of textbooks. | California<br>SB 96, SB 225, and Constitutional Amendment Proposition 6 in 1968, 1969, and 1970. |
| 13.02 | Permits ten school districts to experiment with textbooks and materials other than those selected by state textbook adoption agency; provides limited state funding for two years. | Kentucky<br>HB 364 of 1970 |
| 13.03 | Expansion and liberalization of procedures for selecting and procuring supplementary textbooks, library books, publications, and other instructional materials. | North Carolina<br>Ch. 519, General Statute 115-206.1 through 115-206.18 |

### Outstanding Educational Achievements

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|---|---|---|
| 13.04 | Cooperative school-community library, consolidating 3 small libraries and utilizing library of small high school. All levels. Federal, state and local support. | Oregon<br>Roger A Getchell<br>Superintendent<br>Dufur School District<br>Dufur, Oregon<br>97021 |
| 13.05 | Using industry in developing curriculum materials and teaching in classroom. Grades K-9. State demonstration project. | California<br>Ruth Love Holloway<br>Chief<br>Bureau of Program Development<br>Division of Compensatory Education<br>State Department |
| 13.06 | Use of multi-racial reading books and audio-visual material. K-12 levels. Federal support: ESEA, Title I. | California<br>Ruth Love Holloway<br>Chief<br>Bureau of Program Development<br>Division of Compensatory Education<br>State Department |
| 13.07 | Curriculum guides and outlines. (Social Studies, P. E. and others.) Grades 1-12. State and local support. | Arizona<br>Dr. Pat Henderson<br>Superintendent<br>Sunnyside District #12<br>470 East Valencia Road<br>Tucson, Arizona |

## 14. TWELVE MONTH PLAN -- EXTENDED SCHOOL YEAR

### Enacted Legislation

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| 14.01 | Any school district by resolution of board may operate on a full year school plan approved by the Superintendent of Public Instruction. Plan must be devised so that attendance shall be for a minimum term of 180 days actual attendance including not more than four institute days during 12-month period, not exceeding 185 days. 75% of enrollment must be maintained at all times. | Illinois<br>HB 529, 1969 |
| 14.02 | Adopted legislation permitting accomodation of the 12-month school concept. | Illinois<br>HB 599, 1969 |

### Proposed Legislation

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|---|---|---|
| 14.03 | Extended school year. Proposed by State Department of Public Instruction. | Delaware<br>F. Niel Postlethwait<br>Deputy Superintendent<br>State Department |
| 14.04 | Extended school year. Proposed by New York State Department of Education. | New York<br>George I. Thomas<br>State Department |
| 14.05 | Study of feasibility of extending the school year. Proposed by Special Legislative Study Commission. | Rhode Island<br>Rep. Robert J. McKenna<br>47 Everett Street<br>Newport, R. I. |

### Outstanding Educational Achievements

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|---|---|---|
| 14.06 | The Valley View Elementary District No. 96 located in Will County initiated a 4-track, 12-month school program for approximately 5500 elementary students on June 30, 1970. Each tract is for 45 school days followed by 15 school days of vacation. The four tracks are staggered in such a way that only three tracks are in session at one time. This plan was developed for the purpose of utilizing school facilities to the fullest. Elementary level. Federal, state and local support. | Illinois<br>Kenneth Hermansen<br>Valley View Elementary School District No. 96<br>Lockport, Illinois<br>60441 |
| 14.07 | Next year: experimental or pilot work in three systems on the extended school year. Varied levels. State support. | Florida<br>Joseph W. Crenshaw<br>Chief<br>Bureau of Curriculum and Instruction (369K)<br>State Department |

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| 14.08 | Year-round school program approved for Jefferson County School System. Research completed and program approved for a four-quarter year. To be implemented, hopefully, in the fall of 1971. Federal grant for research. Implementation with state and local funds. | Kentucky<br>Richard VanHoose<br>Superintendent<br>Jefferson County Schools<br>P. O. Box 18125<br>Louisville, Kentucky<br>40218 |

15. STUDENT GOVERNANCE

Outstanding Educational Achievements

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|---|---|---|
| 15.01 | Student governance of high school. State and local support. | New York<br>Dr. Darwin Carlson<br>Acting Supervisor<br>Ramapo 2 Central Schools<br>50 A South Main St.<br>Spring Valley, N. Y.<br>10977 |
| 15.02 | Unusual high school student government and high degree of student involvement in decisions; self evaluation by students; evaluation of teachers by students. State and local support. | Oregon<br>Jack Wood, Principal<br>Aloha High School<br>SW 185th and Kinnaman Road<br>Beaverton, Oregon<br>97005 |
| 15.03 | Student involvement in decisions, including teacher selection; unusual curriculum, unusual teacher training (clinical high school). State and local support. | Oregon<br>Dr. Robert Schwartz<br>Principal<br>John Adams High School<br>5700 NE 39th<br>Portland, Oregon<br>97211 |
| 15.04 | Adoption of Policy on Student's Rights. Elementary and Secondary. | Rhode Island<br>Arthur R. Pontarelli<br>State Department |

## C. EARLY CHILDHOOD EDUCATION -- PREKINDERGARTEN AND KINDERGARTEN

### 1. ESTABLISHMENT AND EXPANSION OF PROGRAMS

#### Enacted Legislation

| | | |
|---|---|---|
| 1.01 | Expansion of Kindergartens. | Florida<br>Ch. 68-12 |
| 1.02 | Specified that disadvantaged children, until age 6, are eligible for preschool educational programs. | California<br>SB 1779<br>Assemblyman Duffy |
| 1.03 | Law requiring licensing of educational programs for very young children. | Rhode Island<br>Ch. 284, PL 1968 |
| 1.04 | Pilot Kindergartens: provision for 67. | South Carolina<br>Act 349, 1969 |
| 1.05 | Early Childhood Demonstration Centers. (Pilot Programs) | North Carolina<br>Ch. 1213, General Statute 115-198.1 |
| 1.06 | Provided for child care and training facilities for children inder the age for compulsory school attendance. | Illinois<br>HB 2903 |

#### Proposed Legislation

| | | |
|---|---|---|
| 1.07 | Statewide kindergarten. Proposed by all educationally related groups. | Georgia<br>Dr. Titus H. Singletary<br>State Department |
| 1.08 | State support for public kindergartens. Proposed by state education organizations. | Kentucky<br>Don C. Bale<br>Assistant Superintendent<br>State Department |
| 1.09 | Mandatory kindergarten after July 1, 1972. Proposed by state board. | Minnesota<br>F. D. Bright<br>Deputy Commissioner<br>State Department |
| 1.10 | Senate Bill 18, P. N. 18, would mandate the establishment of kindergartens in each school district in the Commonwealth. | Pennsylvania<br>Dr. John E. Kosloski<br>Director<br>Bureau of General and Academic Education<br>State Department |
| 1.11 | Early childhood education plan. | West Virginia<br>Mrs. Barbara Clay<br>Director<br>Early Childhood Planning<br>State Department |

## Outstanding Educational Achievements

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|---|---|---|
| 1.12 | Establishment of Public School kindergartens statewide. State and local support. | Rhode Island<br>Patrick F. McCarthy<br>State Department |
| 1.13 | Kindergarten program: 67 demonstration kindergartens started in September 1969 for 3500 children. State support. | South Carolina<br>Mrs. Theo P. Hartin<br>Early Childhood Education Supervisor<br>State Department |
| 1.14 | Conducted a compensatory preschool educational program for approximately 15,000 children yearly certified by the county welfare department (approximately $16,000,000 per year). Federal support: Title IV-A. State funds in SDSW budget. | California<br>Jeanada H. Nolan<br>Chief<br>Bureau of Compensatory Preschool Educational Programs<br>Division of Compensatory Education<br>State Department |
| 1.15 | Determined that Title I prekindergarten programs met guidelines and provided program service to approximately 70 school districts (approximately 3,000 to 5,000 children -- $2.5 million to $4 million). | California<br>Jeanada H. Nolan<br>Chief<br>Bureau of Compensatory Preschool Educational Programs<br>Division of Compensatory Education<br>State Department |
| 1.16 | Provided technical assistance, program services to the Migrant Day Care/preschool program for three summers in up to 25 camps serving approximately 1,000 children (under 3-way contract, SDE-SDSW-State OEO). Title IV-A, ESEA Title I, Migrant funds. | California<br>Jeanada H. Nolan<br>Chief<br>Bureau of Compensatory Preschool Educational Programs<br>Division of Compensatory Education<br>State Department |
| 1.17 | Provided program service to children's centers. Visited and made recommendations for improvements to sites, facilities and programs for over 100 children's centers to expedite obtaining multiple funding for AFDC and linked children under terms of children's center contract. Title IV-A, Social Security, State Children's Center Operational Budget. | California<br>Jeanada H. Holan<br>Chief<br>Bureau of Compensatory Preschool Educational Programs<br>Division of Compensatory Education<br>State Department |
| 1.18 | Designed comprehensive data gathering form for all preschool projects, however funded and administered, to facilitate gathering of hard data for reviewing all preschool programs. | California<br>Jeanada H. Nolan<br>(see above) |

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| 1.19 | Outstanding progress in establishing kindergartens in Colorado school districts. State support. | Colorado<br>Mrs. Virgiria Plunkett<br>Consultant<br>Early Childhood Education<br>State Department |
| 1.20 | Introduction of kindergarten. State support. | Delaware<br>Mrs. Patricia McBath<br>Supervisor<br>Early Childhood Education<br>State Department |
| 1.21 | Prekindergarten program. State and local support. | New York<br>Mrs. Dorothea Conklin<br>State Department |
| 1.22 | Harrisburg Early Childhood Program. Harrisburg originates a full day kindergarten for 5-year-olds because it (1) allows the staff to give more individual attention to children and thereby provide more helpful learning experiences, (2) extends the day for first-hand experiences that lay the foundation for all learning. The curriculum has structured and unstructured learning experiences. Each day the teacher plans a direct teaching lesson in the areas of language, arts, mathematics, science, and social studies. Organization for teaching includes large and/or small groups as well as individualized instruction. Specific learning tasks are based upon children's developmental needs and abilities. The unstructured program emphasizes thinking skills as children learn to observe, classify, categorize, describe interaction and independence of things they experience. One of the most unique facets of the program is a similar offering for 4-year-old children. There is one basic difference: the program operates on a half-day schedule. | Pennsylvania<br>Miss Kathryn Kaufhold<br>Elementary Supervisor<br>Harrisburg School District<br>Harrisburg, Pennsylvania<br>17105 |
| 1.23 | Early childhood education demonstration centers. K-3 levels. State support. | North Carolina<br>Mr. James Jenkins<br>State Department |
| 1.24 | Region I Preschool Language Development Kit. Contains guides and all other material to continue from preschool through the grades. | Texas<br>Lee Frasier<br>Educational Program Director<br>Migrant Education<br>Texas Education Agency |

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| 1.25 | Mandatory kindergarten effective July 1, 1970. State support. | Illinois<br>Ray Page<br>State Department |

## 2. FINANCING AND FUNDING

### Enacted Legislation

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| 2.01 | Appropriated $500,000 from General Fund to be matched by federal funds for compensatory preschool programs (vetoed by governor). | California<br>SB 1165/69<br>Senator Dymally |
| 2.02 | Kindergarten -- provides state financial assistance for accredited kindergarten programs operated by local educational agencies. | Oklahoma<br>SB 118, 1969 |

### Proposed Legislation

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|---|---|---|
| 2.03 | AB 750, pending, a coordination bill also would implement two recommendations of the Governor's Advisory Committee on Preschool Education:<br>1. Operational responsibility for all tax-supported compensatory preschool and child care programs, including programs jointly administered by the State Department of Education and the State Department of Social Welfare, be placed in one administrative unit.<br>2. Data for fiscal year 1970 indicated that of the eligible disadvantaged preschool children in California only 60,500 are served by the several programs available.<br>State appropriation for the state preschool program be increased by $2 million for fiscal year 1971, thus qualifying California for an additional $6 million in federal matching funds under Title IV-A, of the Social Security Act. This additional $6 million would permit the program to serve approximately 22,000 children in 1970-71. Proposed by Assemblymen Jerry Lewis, March Fong, John Vasconellos, Leroy Greene, Leo J. Ryan. | California<br>Jeanada H. Nolan<br>Chief<br>Bureau of Compensatory Preschool Educational Programs<br>Division of Compensatory Education<br>State Department |
| 2.04 | Funding for implementation of statewide early childhood education program. K-3. Proposed by state education agency. | North Carolina<br>State Department |
| 2.05 | Legislation to permit operation of prekindergarten to be included in attendance count for state aid. Proposed by School Problems Commission. | Illinois<br>School Problems Commission<br>325 South 5th Street<br>Springfield, Illinois |

## Outstanding Educational Achievements

2.06 Conducted cost-effectiveness studies in conjunction with the development of a comprehensive evaluation model of preschool programs. ESEA, Title V.

California
Jeanada H. Nolan
Chief
Bureau of Compensatory Preschool Educational Programs
Division of Compensatory Education
State Department

## 3. STAFFING

### Enacted Legislation

3.01 Established a standard teaching credential for teaching in preschool, prekindergarten, and grades 1 through 3.

California
SB 982
Senators Marks and Moscone

### Outstanding Educational Achievements

3.02 Reduced welfare dependency by 198 persons employed in the preschool program who were welfare recipients at the time of employment. In addition, 116 persons on welfare were employed and subsequently got off. Former welfare recipients, who received preschool training, and found employment as preschool teachers total 50. Finally, 99 former welfare recipients, trained in preschool, have since been employed in elementary schools or other early childhood education programs. (60 of 143 projects reporting) Estimates provided by the State Department of Social Welfare indicate that the average (mean) monthly payment to each former welfare recipient and his family was $194 per month. Therefore, approximately $385,120 annually is no longer being paid out for welfare for these persons. Title IV-A Social Security Act, plus state funds.

California

## D. FINANCING OF PUBLIC EDUCATION

### 1. DISTRICT LEVEL FUNDING -- AD VALOREM -- INVESTING OF FUNDS -- BOND ISSUES

Enacted Legislation

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| 1.01 | Millage limitation of ten mills on district ad valoren taxes (three exceptions allowed above limit; expanded to eight by Ch. 70-94; furthermore 1970 court decision ruled limitation provision unconstitutional -- decision now under appeal to Florida Supreme Court). | Florida<br>Ch. 68-18 |
| 1.02 | Maintenance and operation levy more than 30 mills. | Idaho<br>HB 675, 1970 |
| 1.03 | Requirement for participation in the Minimum Program (state financing): local effort in a given area shall be in the same ratio to state average local effort as local per capita income to state per capita income. | Alabama<br>Act 33, 1969 Special Session, Sec. 215 (a-1) through 215 (a-3) Title 52. |
| 1.04 | Amends 64 O. S. Supp. 1968, SS 51, relating to investment of permanent school funds and other educational funds, to provide that such funds may be invested in deposits in banks or trust companies in Oklahoma to the extent such deposits are insured by Federal Deposit Insurance Corporation. (Effective April 17, 1969) | Oklahoma<br>Title 70<br>HB 1364 |
| 1.05 | Relaxes moderately the amount permitted to annually increase school district budgets. Permits Special Building Fund Levy to rise to maximum 30¢ per $100 of assessed valuation from previous 10¢ limit. | Arizona<br>Ch. 165, Second Regular Session, 29th Legislature, also known as SB 2, approved by governor May 18, 1970. |
| 1.06 | Removes 6% interest limitation on school bonds, requiring school boards to set limits when calling for an election. | Arizona<br>Ch. 89, Second Regular Session, 29th Legislature, also known as SB 283, approved by governor April 27, 1970. |
| 1.07 | Eliminated the rate limitation in school districts as a maximum charge allowable as a referendum to increase the educational fund tax rate and increased the maximum permissable levy with a referendum for school district operating funds. | Illinois<br>HB 621, 1969 |

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| 1.08 | Permitted school districts to accumulate by proper resolution a special levy for special education building programs. | Illinois<br>HB 455, 1969 |
| 1.09 | Permits all qualified voters to vote on school bond issues instead of only property owners (became implemented as result of recent U. S. Supreme Court Decision). | Arizona<br>Ch. 55, Second Regular Session, 29th Legislature, Also known as SB 34, approved by governor April 21, 1970. |
| 1.10 | School districts cannot construct new plants without the approval of State Superintendent. | North Dakota<br>HB 37 |
| 1.11 | Requirement for bond issues reduced from 66 2/3% to 60%. | North Dakota<br>HB 151 |
| 1.12 | Removal of limitations from school district annexation. | North Dakota<br>HB 197 |

Proposed Legislation

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| 1.13 | Expanded local revenue sources for local school districts through additional property taxes, utility tax, occupational tax, excise tax. Proposed by state education organizations. | Kentucky<br>Mr. James P. Melton,<br>Assistant Superintendent<br>State Department |
| 1.14 | This proposal would establish tax bases for school districts based on prior year's expenditure level, also provides 6% annual growth and additional taxing authority to reflect increased enrollment. The measure, which would provide constitutional change, is being referred by initiative. Proposed by Oregon Education, Oregon Association of School Administrators, Oregon School Boards Association. | Oregon<br>John Danielson<br>OEA Government Relations Director<br>6900 SW Haines Road<br>Tigard, Oregon |
| 1.15 | Tax action program. Based on a study being conducted currently -- not now available for information. | South Dakota<br>Greater South Dakota Association<br>Pierre, South Dakota |
| 1.16 | Change in bonding power limitation for school districts. Proposed by Constitutional Convention. | Illinois |

## 2. FUNDING OF FOOD SERVICES

### Enacted Legislation

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| 2.01 | Food service appropriation. State aid furnished for first time for free and reduced price lunches. | Maryland<br>HB 221 |
| 2.02 | Provides the Superintendent of Public Instruction shall appropriate $1.15 to school boards for each free lunch supplied by them in accordance with the school code. Defines "free school lunch program" as those through which school boards supply all needy children in their district with free school lunches. | Illinois<br>HB 2601, 1969 |
| 2.03 | Provides for free breakfast program for needy children. Requires Superintendent of Public Instruction to reimburse the amount of actual cost not to exceed $1.10 for each free breakfast supplied by the school district. | Illinois<br>HB 3730, 1970 |
| 2.04 | Provided that all schools offer a free lunch program to eligible students. | Illinois<br>HB 2601, 1969 |
| 2.05 | An Act requiring that School Food Services be made available in all public schools in the Commonwealth and providing for free lunch to children. | Massachusetts<br>Ch. 871, 1970 |

### Proposed Legislation

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| 2.06 | S-861. Provides $2,000,000 state support for school lunches. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |

## 3. STATE LEVEL FUNDING -- FOUNDATION -- EQUALIZATION -- TAXES

### Enacted Legislation

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| 3.01 | State funding of Alaska Rural School Project. | Alaska<br>Ch. 250, SLA 1970<br>State Budget, Dept. of Education |
| 3.02 | New State Capital Support Program -- for school districts. | Alaska<br>Ch. 250, SLA 1970<br>General Appropriation Act |

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| 3.03 | The Public School Foundation Act of 1969. Provides for equalization through a foundation program on state-local district partnership effort to provide $440 per pupil in average daily attendance entitlement in 1970, $460 in 1971, with annual reviews of needs thereafter. Local districts are required to pledge a maximum levy of 17 mills plus other miscellaneous funds including specific ownership, and the State provides for budgetary and expenditure restrictions of 6% annual increases for current expense per ADAE to districts budgeting above $620 per pupil. "Current Expense" excludes (1) capital outlay, (2) debt services, (3) pupil transportation between home and school, (4) contingency reserve, (5) categorical programs, and (6) programs specifically identified for the culturally and educationally disadvantaged.) Provisions are made for a vote of the property taxpayers in instances where the 6% increase is deemed to be insufficient by the board of education. As a result of this legislation, the state contribution to public schools (elementary and secondary) was increased by 50%. State level of support now is approximately 35%, compared with the previous level of approximately 27%. | Colorado<br>SB 127 |
| 3.04 | Education Improvement Expense (allocation of $1720 per instructional unit) with the expenditure of funds to be tailored by individual districts to meet their individual needs as set forth in an annual plan for approval by the Commissioner of Education prior to implementation. | Florida<br>Ch. 68-18 |
| 3.05 | Increase from $200 to $800 for capital outlay purposes for each pupil increase in ADA. | Florida<br>Ch. 68-18 |
| 3.06 | Change made in the method of the allocation of state funds in an effort to reduce the difference in per pupil financial effort which exists from district to district due to differing district resources, with a 4-year phase in (equalization) accompanied by additional state funds each year; providing a cost of living adjustment beginning 1974-75; effective July 1, 1974-75; effective July 1, 1974 repealing the ten mill cap. | |
| 3.07 | Dealing with state aid in general, adjustments, and revisions of the previous formula. | Iowa<br>Senate File 640 |

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| 3.08 | Significantly increased state aid to schools through new financial assistance program while tightening amount permitted and procedures for annual increasing district budgets. | Arizona<br>Ch. 19, Third Special Session, 28th Legislature, also known as SB 2, approved by governor January 2, 1968. |
| 3.09 | Increased foundation program support -- $24 million in fresh funds for current expenses for local school systems. | Maryland<br>HB 221 |
| 3.10 | Increased state aid for primary-secondary education from $25,000,000/yr. to $35,000,000/yr. | Nebraska |
| 3.11 | Appropriates $2,000,000 Emergency School Building Aid annually to finance $90,000,000 of construction. | New Jersey |
| 3.12 | Reduction in state aid to public schools. | New York<br>Ch. 183, 1969 |
| 3.13 | Increased state foundation payments. | North Dakota<br>SB 432 |
| 3.14 | This bill appropriates $693.4 million for the school foundation basic allowance (representing a $69.6 million or 11% increase over the previous biennial allocation), $57.1 million for transportation, $10.8 million for bus purchase, $132.6 million for vocational education in joint vocational school districts and comprehensive high schools (a $5.8 million or 53% increase), $38.2 million for the educationally and culturally disadvantaged (a $25.1 million or 195% increase), $35.8 million to nonpublic schools for auxilliary services (a $20.8 million or 139% increase), $90.5 million for special education (a $15.1 million or 20% increase), $10.3 million for driver education, and $75 million for vocational education building assistance. Additionally, the bill provides for the modification of the school foundation formula, including changes in state assistance to non-public schools; increasing minimum teacher salaries; establishing policy pertaining to millage rates and state assistance for school districts affected by a reappraisal, equalization order, or application of a uniform value per cent of true value pursuant to a board of tax appeals order; modifying requirements for vocational education facility assistance; establishing a joint legislative committee to draft legislation on educational resource centers; | Ohio<br>HB 531 |

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| 3.14 | (Continued) establishing a commission on vocational and technical education for the 1969-71 biennium; and various other policy changes in elementary and secondary education, vocational education and higher education. | |
| 3.15 | Amends Sections 1142, 1144, 2501, 2502, 2502.3, 2511, 2541, 2572, 2574, 2575, 2575.1 and 2578.1 of the Public School Code of 1949, increasing minimum salaries of professional employees, authorizing revision of budgets, and further providing for payments to school districts to school districts to assist in defraying costs incurred. Approved by the governor, June 12, 1968. | Pennsylvania<br>Act 96 |
| 3.16 | The significant features of this bill are as follows: approved foundation units will be reimbursed at a rate of $240 for non-additional aid districts and $400 for additional aid districts; county units will be funded at $240 each; ADC units will be fully funded; funds will be paid in one lump sum in September; boards are authorized to borrow up to 50% of anticipated tax revenues for the fiscal year; boards may secure an advance of foundation program payments under specified conditions; a salary schedule cannot be adopted unless it can be properly financed; authority is extended to boards to place a special levy on the ballot in December with proceeds available in January; schools are permitted to close for financial reasons only after the State Auditor certifies that the district will be without funds as of a specific date, and upon approval of the State Superintendent of Public Instruction after all legal means to secure operating funds have been met. | Ohio<br>HB 1023 |
| 3.17 | Revision of Foundation Program Formula (State financial support to local school districts) | South Dakota<br>Ch. 13-13, SDCL, 1967<br>Ch. 44, 1969 SL |
| 3.18 | Minimum Foundation Program amendments (teacher pay raises in 1969-70, and 1970-71, and continuing compensation plan for 1971-72, and after; increased state for M&O, and transportation; addition of public school kindergarten beginning 1970-71, etc. | Texas<br>HB 240 |

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| 3.19 | Increased appropriations for the public school system, K through 12, providing for new and expanded programs conducted by the Department of Education. | Virginia |
| 3.20 | Urban and rural development funds. | Washington<br>Line item in biennial budget. |
| 3.21 | Changes in School Foundation Program (State Aid.) | Wyoming<br>Sections 21.1 - 224 through 21.1 - 236 Amended 1969. |
| 3.22 | Constitutional amendment raising maximum rate on individual income tax to 7% and the flat rate on corporations to 7% to be voted on in November 1970. Estimated increase of $20,000,000. | Alabama<br>Act 7, 1969 Special Session |
| 3.23 | Removal of exempt status of certain dividends for individual and corporate income tax returns. Estimated increase of $3,500,000. | Alabama<br>Act 20 and 24, 1969 Special Session Sections 388 and 402 of Title 51, Code of Alabama. |
| 3.24 | Insurance taxes increased. Estimated increase of $5,300,000. | Alabama<br>Act 27 and 28, 1969 Special Session. Section 316 of Title 28 and Sections 812, 816, 819, of Title 51, Code of Alabama. |
| 3.25 | Utilities tax levied. Estimated increase of $20,000,000. | Alabama<br>Act 21 and 37, 1969 Special Session. Sections 188 (1), through 188 (18) of Title 51, Code of Alabama. |

## Proposed Legislation

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| 3.26 | To improve the Public School Foundation Act of 1969 through an increase in the foundation support level, etc. Proposed by the department of education. | Colorado<br>Dr. Barnard D. Ryan<br>Assistant Commissioner of Education<br>State Department |

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| 3.27 | Increased state foundation aid. Proposed by state board. | Minnesota<br>F. D. Bright<br>Deputy Commissioner<br>State Department |
| 3.28 | To provide for state support for capital construction of elementary and secondary schools. Proposed by department of education. | Colorado<br>Dr. Barnard D. Ryan<br>Assistant Commissioner of Education<br>State Department |
| 3.29 | S-814. Increase emergency State School Building Aid by $90 million. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, N. J.<br>08608 |
| 3.30 | The need for revising the existing method of financially supporting school facilities has long been recognized. In 1969, with the financial assistance from ESEA Title V funds, a project was developed to study the needs of school districts for financial assistance. This resulted in the submission to the legislature of a new program to meet the needs of the school districts. Proposed by department of education. | California<br>Charles D. Gibson<br>Chief;<br>Paul I. Hoyenga<br>Consultant<br>Bureau of School Planning<br>State Department |
| 3.31 | HB 2234, P. N. 2995, would initiate a program of component systems school construction to be administered by the State Public School Building Authority, for the purpose of effecting economies in school building construction. Proposed by House leadership. | Pennsylvania<br>Cortez Fisk<br>Director<br>Bureau of School Construction<br>State Department |
| 3.32 | New method of distributing state aid to local school systems, including proposal for increased state support. Proposed by state board. Governor's Commission appointed | Maryland<br>Dr. James A. Sensenbaugh<br>Superintendent<br>State Department |
| 3.33 | New state aid program. Proposed by entire educational community. | New Jersey<br>Dr. Edward Kilpatrick<br>Assistant Commissioner<br>State Department |
| 3.34 | S-575. Increase state aid in accordance with proposed legislation of the State Aid to School Districts Study Commission. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, N. J.<br>08608 |

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| 3.35 | A-250. Increase state aid to districts for children of non-resident guardians. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, N. J.<br>08608 |
| 3.36 | A new formula for the distribution of state funds to counties. Proposed by West Virginia Education Association. | West Virginia<br>John A. McCoy<br>Executive Director<br>Research and Special Service<br>West Virginia Education Association<br>1558 Quarrier Street<br>Charleston, W. Va.<br>25311 |
| 3.37 | Increased state support for local school district. Proposed by state superintendent. | Wisconsin<br>William C. Kahl<br>State Department |
| 3.38 | Proposed joint study, including both branches of the legislature and the Department of Education, to investigate and revamp the school subsidy formula and other reimbursement procedures to local school districts. Proposed by legislature and department of education. | Pennsylvania<br>Dr. Herbert E. Bryan<br>Assistant Commissioner of Basic Education<br>State Department |
| 3.39 | Change in state aid formula to provide for differentiated funding. Proposed by various experts and specialists in the economics of school finance. | Illinois |

## Outstanding Educational Achievements

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| 3.40 | Introduction of equalization funds. District level. State support. | Delaware<br>Neil F. Postlethwait<br>Deputy Superintendent<br>State Department |
| 3.41 | Increased state support for public elementary and secondary foundation program for: teacher salaries, current operations and capital outlay. This continued state increase permits Kentucky to rank number one amont the states in the per cent of salary increase during the past ten years. Grades 1-12. State support. | Kentucky<br>James P. Melton<br>Assistant Superintendent<br>State Department |

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| 3.42 | State appropriation for state support to local school districts increased from $11,500,000 (1967-68) to $15,000,000 (1970-71). K-12. State support. | South Dakota<br>Gale D. Schlueter<br>Division of Administrative Services<br>State Department |
| 3.43 | Improved and updated school finance program. K-12. | Wyoming<br>Sidney Werner<br>State Department |

## E. HIGHER EDUCATION

### 1. COMMUNITY/JUNIOR COLLEGES

### Enacted Legislation

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| 1.01 | Changing the terminology from "Junior" College to "Community" College. | Florida<br>Ch. 70-198 |
| 1.02 | Operational control of the junior colleges was transferred from the district school boards to a separate local board of trustees. | Florida<br>Ch. 68-5 |
| 1.03 | All vocational, technical, and other post-high school programs formerly administered by the State Board of Education are now under the Community College System of the University. | Hawaii<br>Act 166, SLH 1969<br>Act 59, SLH 1970 |
| 1.04 | Approved advanced vocational training -- 11th and 12th grade students may enroll in junior colleges and receive high school credit and state aid. | Illinois<br>HB 1277, 1969 |
| 1.05 | Compensatory education in junior colleges. | Florida<br>Ch. 69-214 |
| 1.06 | Full state support of junior college system. | Florida<br>Ch. 70-94 |
| 1.07 | Creation, by statute, and appropriations for East St. Louis Community Junior College. A state supported junior college. | Illinois<br>76th General Assembly |
| 1.08 | Amends 70 O. S. Supp. 1968, SS 4402, relating to establishment of community junior colleges, to authorize community junior college in geographical area not coextensive with the boundaries of one or more cities, counties, towns and/or school districts, if population of such area is not less than 75,000 and its net assessed valuation is not less than $75,000,000, and an application is made by petition signed by at least 5 per cent of the legal voters of the area. (Effective February 10, 1969) | Oklahoma<br>Title 70<br>HB 1612 |
| 1.09 | Amends 70 O. S. Supp. 1969, SS 4408, relating to community junior colleges, to increase amount of state-appropriated allocations for which such colleges are eligible from 50 per cent of the per capita allocation made to two year college member institutions of the State System of Higher Education. Authorizes establishment of community junior colleges at Henryetta, Ardmore, and Woodward. Sets operative date as July 1, 1970. (Effective April 22, 1970) | Oklahoma<br>Title 70<br>HB 1612 |

### Proposed Legislation

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| 1.10 | Legislative proposals designed to correct the inequities and inadequacies of Community College Act (Act No. 331 of the Public Acts of 1966). Proposed by State Department. | Michigan<br>Dr. Harry McKinney<br>State Department |

### Outstanding Educational Achievements

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| 1.11 | Comprehensive study made of junior college needs in Oklahoma and guidelines for meeting those needs. State support. | Oklahoma<br>Chancellor's Office<br>State Regents for Higher Education<br>118 State Capitol Building<br>Oklahoma City, Oklahoma 73105 |
| 1.12 | Commission on Higher Education completed comprehensive review of two-year post high school education (June 1968). State support. | South Carolina<br>James A. Morris (Dr.)<br>Commissioner<br>S. C. Commission on Higher Education<br>Rutledge Building<br>Room 1104<br>1429 Senate Street<br>Columbia, S. C. |
| 1.13 | Establishment of community junior colleges. State and local support. | Georgia<br>Dr. George W. Simpson<br>Chancellor,<br>University System of Georgia<br>State Office Building<br>Atlanta, Georgia<br>30334 |
| 1.14 | Designation of location and initial planning of three new community colleges. State support. Federal funds available. | Tennessee<br>George Roberts<br>Tennessee Higher Education Facilities Commission<br>315 Capitol Towers<br>Nashville, Tennessee<br>37219 |
| 1.15 | The Community College system initiated in 1966 has shown a rapid increase in enrollment and will include 16 separate institutions by September 1970. State support. | Virginia<br>James C. Phillips<br>State Council for Higher Education<br>914 Capitol Street<br>Richmond, Virginia<br>23219 |

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| 1.16 | Mobile Community College unit providing adult basic education. Adults without high school diploma. State, federal and local support. | Oregon<br>Amo DeBarnardis<br>President<br>Portland Community College<br>12000 SW 49th<br>Portland, Oregon<br>97219 |
| 1.17 | Development of a commonly acceptable general education program among representatives of two-year and senior colleges and universities in North Carolina. State support. | North Carolina<br>Dr. John F. Corey<br>N. C. Board of Higher Education<br>1307 Glenwood Avenue<br>Room 162<br>P. O. Box 10887<br>Raleigh, N. C.<br>27605 |
| 1.18 | In Sweetwater County a Board of Cooperative Services has been formed including the local public schools and the Community College. The major purpose of the cooperative will be to provide programs in occupational education. | Wyoming<br>Dr. Dean Talagan<br>State Department |

## 2. CONTROL AND GOVERNANCE

### Enacted Legislation

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| 2.01 | All public education beyond the high school is now under the University of Hawaii System with the consolidation of the designation of the University Board of Regents as the State Board for Vocational Education. | Hawaii<br>Act 71, SLH 1968 |
| 2.02 | House Bill 48 provides that with the exception of New Community Colleges, no new state controlled institution shall be established, nor shall any existing two-year or four-year institution be changed to a higher degree granting institution until a study concerning the matter is conducted by the State Council of Higher Education. | Virginia<br>HB 48 |
| 2.03 | Senate Bill 339 provides that any entity, who deals in general public education, training or research shall not use or publicize the terms "college" or "university" unless such entity awards an associate, baccalaureate, graduate or professional degree. The use of such terms shall be construed to imply that it is an educational institution granting | Virginia<br>SB 339 |

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| 2.03 | (Continued) degrees with approval by the State Council of Higher Education. However, the provision of this section shall not apply to any entity in whose official title or business the term "college" or "university" has been conspicuously prior to July 1, 1970. | |
| 2.04 | Provided for non-voting student and faculty representatives on institutional boards of trustees and regents. | Kentucky<br>SB 118 (1968) |
| 2.05 | Louisiana Coordinating Council for Higher Education. | Louisiana<br>Act 213 of 1968 regular session of Louisiana Legislature. |
| 2.06 | Creates two new positions in the membership quota of the State Council of Higher Education, thereby increasing the total number appointed by the Governor to eleven. Staggered terms for the new appointees were also stipulated in the amendment. | Virginia<br>HB 519 |
| 2.07 | Strengthening the State Board of Higher Education by adding as ex officio members the Governor as chairman of the Board and the chairmen of the Senate and House Committees on Appropriations, Finance and Higher Education. | North Carolina<br>SB 529 |
| 2.08 | Conduct on campuses. | New York<br>Ch. 191, Art. 129A |
| 2.09 | Firearms on campus. | New York<br>Ch. 341 |
| 2.10 | State College Board of Trustees established and establishment of Francis Marion College and take-over of College of Charleston authorized. (1969-1970) | South Carolina<br>H 2820 |
| 2.11 | The Higher Education Act of 1969, which was enacted by the 38th Legislature, placed Utah's public institutions of higher learning under the control of a fifteen member state Board of Higher Education which replaced the existing governing boards of each institution and the Coordinating Council of Higher Education. The new board was given the responsibility and authority to coordinate purposes, growth, and curricula in promoting the quality and efficiency of Utah's Higher Education System. | Utah<br>Senate Bill No. 10 passed March 12, 1969; went into effect July 1, 1969. |

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| 2.12 | Board of Regents created for Higher Education. | West Virginia<br>HB 783 (1969) |
| 2.13 | Granting greater authority in the approval of new academic programs at the universities. | North Carolina<br>116-158 (2) |
| 2.14 | This bill prohibits certain trespass on the property of any public university, college, junior college, high school, or junior high school of the State. This bill required governing boards of the educational institutions to adopt rules and regulations for the maintenance of public order upon all property under its jurisdiction which is used for educational purposes. Such rules and regulations were necessary in order to be eligible to receive any state aid or assistance. | Arizona<br>SB 174<br>Approved by the governor, May 1970. |

Outstanding Educational Achievements

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| 2.15 | Reflecting a concern for constructive approaches to the trend toward increased student activism, the department of education has been the setting for wide range discussions of student rights and responsibilities. The 20 member committee, 5 of which are students, is expected to recommend constructive state-level approaches to the complex issues raised by the current trend of youthful activity. | Ohio<br>Robert O. Greer<br>Assistant Superintendent for Urban Education<br>State Department |
| 2.16 | Development of a specialized associate degree program primarily directed toward postsecondary licensed proprietary schools with provisional approval recommended by visiting teams similar to accrediting practices (degree titles: Associate in Specialized Business and Associate in Specialized Technology). State and local support. | Pennsylvania<br>Dr. Samuel Shirk<br>Director<br>Bureau of Institutional Studies and Services<br>State Department |
| 2.17 | Creation of a Board of Regents. All levels. State support. | Rhode Island<br>William P. Robinson, Jr.<br>State Department |
| 2.18 | Adoption by the State Council of Higher Education of the Criteria report which presents the criteria to guide the establishment of additional baccalaureate degree granting institutions. | Virginia<br>James C. Phillips<br>State Council of Higher Education for Virginia<br>914 Capitol Street<br>Richmond, Va. 23219 |

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| 2.19 | Establishment of a statewide general numbering system for courses of study offered by institutions in the state system. State and federal support. | Utah<br>Leon R. McCarrey<br>Assistant Commissioner<br>State Department |

## 3. FINANCING -- STATE AID -- BOND ISSUES

Enacted Legislation

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| 3.01 | Bond Proposition (B. O.) for funding construction of a "joint" library for use by University of Alaska Community College (public) and Alaska Methodist University (private) -- both located in East Anchorage, Alaska. | Alaska<br>Ch. 224, SLA 1970 |
| 3.02 | Authorization of $50 million bond program for higher education facilities based on a six-year master plan for construction. | Florida<br>Ch. 68-115 |
| 3.03 | Appropriation to Board of Higher Education for Chicago Medical School. $6.1 million to be used as matching funds for a United States Government grant for the construction of or addition to medical school facilities of the Chicago Medical School (private). | Illinois<br>SB 1168<br>76th General Assembly |
| 3.04 | Mississippi Legislature (1970) appropriated $38,955,397.44, a 38% increase, in general support for the 8 public senior institutions of higher learning. Also appropriated a special catch-up fund of $1,500,000 for library improvement and teaching equipment. $14 million was appropriated in capital outlay funds (1970). | Mississippi |
| 3.05 | Amends 70 O. S. Supp. 1969, SS 4002, authorizing issuance of revenue bonds by institutions of higher education, to provide increase from six per cent to eight per cent in the maximum interest rate such bonds may bear. For each such bond issue, requires preparation of Statement of Essential Facts by issuing board of regents for use of prospective bond purchasers. Requires State Regents for Higher Education to examine such Statement to determine if projected revenue will satisfy the financial obligations to be incurred, requires certification of such determination to Attorney General before the proposed bond issue can be approved by the latter official (effective April 16, 1970). | Oklahoma<br>Title 70<br>HB 1705 |

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| 3.06 | State funds for pilot studies for "extended school year" (all universities and junior colleges will be funded on four-quarter average enrollment beginning in 1976). | Florida<br>Chapters 69-374<br>and 70-95 |

Proposed Legislation

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| 3.07 | Commission to study the special financial problems of predominately Black colleges. Proposed by Legislative Commission, Rep. Alvin King, Chairman. | Tennessee<br>Margaret Powder<br>Tennessee Legislative Council,<br>State Capitol<br>Nashville, Tennessee |

Outstanding Educational Achievement

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| 3.08 | Development of program of state financial support to upgrade public universities attended predominately by Negroes. State support. | North Carolina<br>Dr. Cameron West<br>N.C. Board of Higher Education<br>Room 162<br>P. O. Box 10887<br>Raleigh, N. C. 27601 |

## 4. MASTER PLANS -- STATE STUDIES -- MANAGEMENT INFORMATION SYSTEMS

Enacted Legislation

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| 4.01 | Creation of a Select Council on Post-High School Education (SCOPE) and its reestablishment as a permanent state planning council. | Florida<br>Ch. 69-263 and<br>70-195 |

Proposed Legislation

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| 4.02 | Joint legislative committee on the study and development of a master plan for California higher education. Proposed by Assemblyman William Campbell. | California<br>Miss Karen Pedersen<br>Joint Committee on Higher Education<br>State Capitol<br>Sacramento, California<br>95814 |
| 4.03 | Request for $100,000 appropriation by 1971 Legislature for full-scale study of year-round operations of State University System in order to develop plan for equalizing enrollments over the four quarters of the academic calendar and other objectives. Proposed by Florida Board of Regents. | Florida<br>Dr. George Kaludis<br>Director of Planning and Evaluation<br>State University System of Florida<br>210 Collins Building<br>107 West Gaines Street<br>Tallahassee, Florida<br>32301 |

Outstanding Educational Achievements

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|---|---|---|
| 4.04 | Completion of comprehensive study of higher education in Arkansas with recommendations for higher educational development. State support. | Arkansas<br>State Department |
| 4.05 | Development by Board of Regents of major planning guidelines for the State University System of Florida in 1980, Comprehensive Development Plan of the State University System of Florida, Phase I. State support. | Florida<br>Chancellor Robert B. Mautz<br>State University System of Florida<br>Tallahassee, Florida |
| 4.06 | Completion of Academic Development Plan II. | Hawaii<br>Robert M. Kamins<br>Dean<br>Academic Development<br>University of Hawaii<br>205 Bachman Hall<br>2444 Dole Street<br>Honolulu, Hawaii<br>96822 |
| 4.07 | Prospectus for the Seventies, a long range plan for the statewide system of higher education in Hawaii. State support. | Hawaii<br>Harlan Cleveland<br>President<br>University of Hawaii<br>207 Bachman Hall<br>2444 Dole Street<br>Honolulu, Hawaii<br>96822 |
| 4.08 | Development and publication of a long-range plan for higher education in North Carolina. | North Carolina<br>Dr. John F. Corey<br>NC Board of Higher Education<br>1307 Glenwood Avenue<br>Room 162<br>Raleigh, N. C. w7605 |
| 4.09 | Role and Scope study made designed to assess needs of Oklahoma higher education programs and services and to develop a plan whereby a rational division of labor might be effected among the various segments of the higher education enterprise. State support. | Oklahoma<br>Chancellor's Office<br>State Regents for Higher Education<br>118 State Capitol Building<br>Oklahoma City, Oklahoma<br>73105 |

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| 4.10 | Establishment of a State College Systems Council which is developing a total state systems approach. | Pennsylvania<br>Warren Ringler<br>Assistant Commissioner for Higher Education<br>State Department |
| 4.11 | The Data Element Dictionary Student Information System (Part of MIS). Division level. State support. | Florida<br>Lee G. Henderson<br>Director<br>Division of Community Colleges (523K)<br>State Department |
| 4.12 | Development of Management Information System to support program budgeting for the State University System of Florida. State support. | Florida<br>James L. Morgan<br>Director<br>Management Information System<br>State University System of Florida<br>Tallahassee, Florida |
| 4.13 | The development of a plan for a state regents' management information system. Federal, state and local support. | Oklahoma<br>Chancellor's Office<br>State Regents for Higher Education<br>118 State Capitol Building<br>Oklahoma City, Oklahoma 73105 |
| 4.14 | Commission on Higher Education implements first phases of management information system providing first uniform reporting for all state colleges and universities (May 1970). State support. | South Carolina<br>Dr. James A. Morris<br>Commissioner<br>South Carolina Commission on Higher Education<br>Rutledge Building<br>Room 1104<br>1429 Senate Street<br>Columbia, South Carolina |
| 4.15 | A statewide "management information system" (MIS) being developed to provide better data necessary in decision making at institutions of higher education. | Utah<br>G. Homer Durham<br>Commissioner<br>State Department |
| 4.16 | Development of State Plan for Higher Education in Michigan. | Michigan<br>Dr. C. Phillip Kearney<br>State Department |

## 5. MEDICAL AND RELATED HEALTH EDUCATION

### Enacted Legislation

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|---|---|---|
| 5.01 | Appropriation to Board of Higher Education for non-public health related educational institutions and programs. FY 1970, $1.9 million for operating, stabilization, and capital grants; FY 1971, $8.0 million for programs in medicine, dentistry, nursing, allied health fields. Implementation of the Campbell report. | Illinois |
| 5.02 | Establishment of a state supported school of osteopathic medicine. | Michigan<br>Act 162, PA 1969 |

### Outstanding Educational Achievements

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|---|---|---|
| 5.03 | Development of a plan for expanded medical education program in Florida to increase the supply of medical doctors and health personnel without significant increase in costs. State support. | Florida<br>Dr. Kenneth E. Penrod<br>Vice Chancellor for Medical and Health Science<br>State University System of Florida<br>Tallahassee, Florida |
| 5.04 | State support of health education programs at nonpublic institutions. Higher education level. | Illinois<br>Dr. W. Randolph Tucker<br>Acting Executive Director<br>Health Education Commission<br>1753 West Congress Parkway<br>Chicago, Illinois 60612 |
| 5.05 | University of Mississippi Medical Center added training programs for dental hygienists and health assistants and established a residency in hospital administration. | Mississippi |
| 5.06 | University of Kansas: Health Science Achievement Award. $2.7 million to advance and develop Health Related Sciences. Federal support. | Kansas<br>Dr. Russell Mills<br>University of Kansas Medical Center<br>39th and Rainbow<br>Kansas City, Kansas |

## 6. NONPUBLIC, PRIVATE COLLEGES

### Enacted Legislation

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|---|---|---|
| 6.01 | Educational Facilities Authority created allowing nonpublic colleges to utilize bonding capability of state for construction (1969). | South Carolina<br>H-2545 |
| 6.02 | State aid to nonpublic institutions. | New York<br>Ch. 677, Art. 129 |
| 6.03 | State contracting with independent colleges for student places. | Connecticut<br>Public Act 627<br>(1969) |
| 6.04 | Tuition grants authorized for state residents attending nonpublic accredited colleges (to be tested in courts) (1970). | South Carolina<br>H-2663 |
| 6.05 | Granting state financial assistance to private medical schools. | North Carolina<br>HB 653 |

### Proposed Legislation

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|---|---|---|
| 6.06 | Aid to nonpublic higher education to implement recommendations of the Commission to study nonpublic higher education in Illinois. Proposed by Board of Higher Education, and Federation of Independent Colleges and Universities. | Illinois<br>Board of Higher Education<br>160 North LaSalle St.<br>Chicago, Illinois<br>and<br>Federation of Independent Colleges and Universities<br>300 West Washington St.<br>Chicago, Illinois<br>60606 |
| 6.07 | Study of need for financial assistance program for private higher education. Proposed by state board of higher education. | North Carolina<br>Dr. J. Lem Stokes, II<br>Board of Higher Education<br>1307 Glenwood Ave.<br>Room 162<br>Raleigh, North Carolina<br>27605 |

### Outstanding Educational Achievements

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|---|---|---|
| 6.08 | Aid to private colleges. State support. | New York<br>Norman Mercer<br>State Department |

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| 6.09 | Granting of state financial assistance to private educational institutions; e.g. medical schools and hospital diploma nursing schools. | North Carolina<br>Dr. Cameron West<br>State Board of Higher Education<br>1307 Glenwood Avenue<br>Room 162<br>P. O. Box 10887<br>Raleigh, North Carolina<br>27605 |

## 7. STUDENT ASSISTANCE

### Enacted Legislation

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|---|---|---|
| 7.01 | Program for planning and developing a comprehensive statewide program for student financial aid. | Florida<br>Ch. 70-399 |
| 7.02 | Additional assistance to financially needy students who otherwise might not be able to attend the University has been increased by entering into contract with the United Student Aid Funds, Inc. to provide loan funds. | Hawaii<br>Act 49, SLH 1968 |
| 7.03 | Providing for a State Student Loan Assistance Program. | Hawaii<br>Act 230, SLH 1969 |
| 7.04 | Increasing the number of state scholarships available. | Hawaii<br>Act 111, SLH 1969 |
| 7.05 | Appropriated $2,000,000 for the development of the "New Jersey Educational Opportunity Act" which provides financial assistance to needy students. | New Jersey<br>Ch. 142, 1968 |
| 7.06 | Scholar assistance. | New York<br>Ch. 1154 |
| 7.07 | Requests the Council of College Presidents to formulate and develop plans and procedures whereby a state student financial aid program may be effectively implemented. | Virginia<br>House Joint Resolution 50 |
| 7.08 | Appropriation of money for State Scholarship and Tuition Grant Programs. | Michigan<br>Act 312, 1968<br>Act 307, 1969 |

### Proposed Legislation

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|---|---|---|
| 7.09 | Recommendation for specific plan to provide for expanded financial aid program for qualified high school graduates to obtain benefits of post high school education. Proposed by department of education. | Florida<br>William W. Wharton, Jr.<br>Administrator,<br>Scholarships and Loans<br>State Department |

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|---|---|---|
| 7.10 | Study to consider the advisability of creating a statewide student assistance program applicable to North Carolina residents who attend public and private institutions. Proposed by State Board of Higher Education. | North Carolina<br>Dr. J. Lem Stokes, II<br>1307 Glenwood Avenue<br>Room 162<br>P. O. Box 10887<br>Raleigh, N. C. 27601 |
| 7.11 | Substantial expansion and liberalization of state scholarship program. Proposed by Special Legislative Study Commission. | Rhode Island<br>Rep. George A. Newbury<br>9 Hammond Street<br>Newport, Rhode Island |

### Outstanding Educational Achievements

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|---|---|---|
| 7.12 | Financial assistance to students. Higher education level. State support. | New York<br>Sherman Tinkelman |
| 7.13 | Enlargement of the scholarship program administered by the Pennsylvania Higher Education Assistance Agency. State support. | Pennsylvania<br>Kenneth Reeher<br>Executive Director<br>Pennsylvania Higher Education Assistance Agency<br>319 Towne House Apartment<br>Harrisburg, Pennsylvania<br>17102 |

## 8. TELEVISED INSTRUCTION

### Enacted Legislation

| | | |
|---|---|---|
| 8.01 | Authorizes Oklahoma State Regents for Higher Education to establish as a part of the state system of higher education a system of televised instruction primarily for persons in industrial communities remote from college and university campuses, and to provide for the interchange of classes and teachers between campuses of the state's public and private colleges and universities. Authorizes Regents to enter into cooperative agreements, to receive grants and donations of funds for such purposes. Creates "Oklahoma State Regents for Higher Education Televised Instruction Revolving Fund." Authorizes use of up to $1,000,000 of funds received from investments of proceeds of building bonds as provided in SB's 349 and 350, 1st Session, to plan and install the televised instruction system. Appropriates from General Revenue Fund to establish, maintain and operate the televised instruction system. Declares legislative intent that Regents study feasibility of use of the televised instruction system in all colleges, municipal or community colleges and vocational-technical schools in Oklahoma. | Oklahoma<br>Title 70,<br>SB 452 |

### Outstanding Educational Achievements

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|---|---|---|
| 8.02 | Televised instruction system designed to link the state's four graduate education centers with the major industrial communities of the state to provide top level industrial and business personnel with updating graduate education. State support. | Oklahoma<br>Chancellor's Office<br>State Regents for Higher Education<br>118 State Capitol Building<br>Oklahoma City, Okla. 73105 |

## 9. TUITION FEES

### Enacted Legislation

| | | |
|---|---|---|
| 9.01 | Directs the Virginia Advisory Legislative Council, with the State Council of Higher Education as Secretariat, to make a comprehensive study of student tuition, fees, and charges at all state controlled institutions of higher education in the Commonwealth. The study shall include an analysis of tuition and fee charges in the Virginia public colleges and universities, as compared with similar charges in private institutions in the Commonwealth and with public and private colleges in other states. Also, a review of current state and institutional policies guiding the determination of tuition and fee charges will be conducted. | Virginia<br>House Joint Resolution 10 |
| 9.02 | For the first time in Hawaii's history, a non-resident tuition differential is imposed, setting the non-resident tuition at no less than $680 per academic year, compared to a resident tuition of $170. | Hawaii<br>Act 278, SLH 1969 |

## F. POSTSECONDARY EDUCATION OTHER THAN COLLEGE

### 1. ADULT EDUCATION

#### Enacted Legislation

| | | |
|---|---|---|
| 1.01 | Reduced to 19 years the eligibility age for High School Equivalency Certificate. | Illinois<br>HB 530 |
| 1.02 | Provided for reimbursement to Chicago Board of Education for operational cost of parental schools. | Illinois<br>HB 1356 |

#### Outstanding Educational Achievements

| | | |
|---|---|---|
| 1.03 | Improvement of Adult Education. | Georgia<br>Mrs. Catherine Kirkland<br>Coordinator<br>Adult Education Unit<br>State Department |
| 1.04 | Adult Education Program. Expanded programs for high school equivalency. State support. | South Carolina<br>J. K. East<br>Adult Education Director<br>State Department |
| 1.05 | Established 36 Adult Education Centers. Federal and local support. | Oklahoma<br>Ed Olvey<br>State Department |
| 1.06 | Education and training of WIN student. Basic level. Federal support. | Illinois<br>J. Clark Esarey<br>State Department |
| 1.07 | Pilot program for former and potential welfare recipients. Basic level. Federal and state support. | Illinois<br>J. Clark Esarey<br>State Department |
| 1.08 | Adult Learning Centers--Establishment of informal atmosphere to which adults can come and go as they please, work at own rate on programmed and semi-programmed materials and instructional equipment. One supervisor-teacher, a counselor, and teacher-aides available to assist if requested. Self-instruction provided from basic reading, writing and arithmetic to preparation for General Educational Development test with pre-vocational and job orientation courses in many areas available. To date 16 adult learning centers have been established in Texas. Among exemplary centers are those established in San Benito, Fort Worth, Rusk, and Victoria, Texas. Grades 0-12. Federal support. | Texas<br>Bob Allen<br>Director<br>Adult and Continuing Education<br>Texas Education Agency |

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| 1.09 | Exemplary Neighborhood Learning Center. Project has one major objective -- to help each individual in the community develop his own capacity for becoming more self-sufficient. Community involvement activities include adult basic education for persons with less than an eighth grade education. Grades 1-6. Federal support. | Texas<br>F. M. Adams<br>Superintendent<br>Lancaster Independent School District<br>P. O. Box 400<br>Lancaster, Texas<br>75146 |
| 1.10 | Establishment of seventeen adult learning centers. | West Virginia<br>Fred W. Eberle<br>Director<br>Vocational Education<br>State Department |
| 1.11 | Crafts and horticulture program for youths and adults. Federal support. | Kentucky<br>Richard L. Winebarger<br>Coordinator<br>Title III, ESEA<br>State Department |

## 2. COMMUNITY SCHOOLS

### Enacted Legislation

| | | |
|---|---|---|
| 2.01 | State matching funds for community schools developed in districts. | Florida<br>Ch. 70-318 |

### Proposed Legislation

| | | |
|---|---|---|
| 2.02 | Community school. Proposed by state department of public instruction. | Delaware<br>M. Neil Postlethwait<br>Deputy Superintendent<br>State Department |

## 3. CONTINUING EDUCATION

### Outstanding Educational Achievements

| | | |
|---|---|---|
| 3.01 | Continuing education programs. Federal, state and local support. | New York<br>Monroe Neff<br>State Department |

## G. PRIVATE, NONPUBLIC, PAROCHIAL EDUCATION

### 1. STATE FUNDING AND AID

Enacted Legislation

| | | |
|---|---|---|
| 1.01 | Allows public and county school systems to provide auxilliary services to parochial school students. | Iowa<br>Senate File 1293 |
| 1.02 | State financial assistance to school districts which provides part of the educational program of children otherwise enrolled in nonpublic schools (dual enrollment). Also financial assistance to school districts which provide designated health or guidance services to nonpublic school pupils (child benefit services). | New Hampshire<br>SB #14, 1970<br>Special Session |
| 1.03 | Legislative action with respect to public money for nonpublic schools. | New York<br>Ch. 138<br>1970 |
| 1.04 | Provided funds for special education for children attending nonpublic schools. | Illinois<br>HB 2253, 1969 |
| 1.05 | Funding of private and parochial children attending public school part time. Dual enrollment. | Washington<br>28A.41.145 (RCW) |
| 1.06 | An act which creates the nonpublic elementary and secondary education fund to finance the purchase of secular educational services and related activities for those students in attendance in the nonpublic elementary and secondary schools of the Commonwealth. | Pennsylvania<br>Act 109, 1968 |
| 1.07 | Law providing state payment of salary supplements to nonpublic elementary school teachers of secular subjects. | Rhode Island<br>Ch. 246, PL 1969 |

Proposed Legislation

| | | |
|---|---|---|
| 1.09 | State aid to parochial schools. Proposed by Catholic School systems. | Kentucky<br>Rev. Thomas P. Casper<br>Superintendent<br>Louisville Archdiocese Board of Education<br>435 S. 5th Street<br>Louisville, Kentucky<br>40202 |
| 1.10 | Proposed Amendment to Constitution concerning public money for denominational schools. | New York<br>A 3745-A, 1970, to be submitted to legislature second time in 1971. |

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| 1.11 | Aid to private primary and secondary education. Proposed by legislature. | Louisiana<br>Rep. Richard Guidry<br>Galliano, Louisiana |
| 1.12 | Study of nonpublic school finance. Proposed by Special Legislative Study Commission | Rhode Island<br>William J. DiNuccio<br>House Finance Comm. |

2. SUPERVISION, REGULATION AND LICENSING

Enacted Legislation

| | | |
|---|---|---|
| 2.01 | Establishes a five-member Private School Advisory Committee to function with the State Board of Public Instruction. | Iowa<br>Senate File 1291 |
| 2.02 | A bill licensing private trade,commercial, correspondence, and other schools and correspondence school representatives. | New Hampshire<br>Ch. 477, 1969 |
| 2.03 | Law providing for regulation of correspondence schools. | Rhode Island<br>Ch. 40, PL 1969 |
| 2.04 | Licensing of proprietary schools. Gives State Board of Education authority to license privately owned and operated trade, business, and correspondence schools. | Virginia<br>Title 22, Ch. 15.3, Section 22-330.17 to 22.330.36 inclusive. |
| 2.05 | Licensing of private schools. | Wisconsin<br>Ch. 294 |

Proposed Legislation

| | | |
|---|---|---|
| 2.06 | Provision of standards for supervising and regulating private trade, technical, and business schools. Proposed by Texas State Teachers Association. | Texas<br>L. P. Sturgeon<br>TSTA<br>316 W. 12th St.<br>Austin, Texas<br>78701 |
| 2.07 | To require, by amending present law, collection of data regarding private trade and business schools and to regulate their operations. Proposed by department of education. | West Virginia<br>Harry G. Straley<br>Coordinator<br>Public Schools and Higher Education<br>State Department |

## H. SPECIAL EDUCATION

### 1. DISADVANTAGED -- COMPENSATORY

### Enacted Legislation

| | | |
|---|---|---|
| 1.01 | Special funds provided for creating classes for children with learning disabilities. | Delaware<br>Vol. 57, Ch. 237 |
| 1.02 | Law providing new method of appropriating funds for the education of disadvantaged and handicapped children and appropriating $3,000,000 therefor. | Rhode Island<br>Ch. 170, PL 1968. |
| 1.03 | State aid programs for the education of culturally and economically deprived children. | Michigan<br>Public Act 220<br>1969 |
| 1.04 | Appropriation of money for program to aid disadvantaged children. | Michigan<br>Sec. 3, State Aid Act. |

### Proposed Legislation

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|---|---|---|
| 1.05 | Establishment of a council to recommend funding for pilot programs to aid educationally disadvantaged children. Proposed by Constitutional Convention. | Illinois |
| 1.06 | Reimbursement for summer school program for handicapped children. | Illinois |

### Outstanding Educational Achievements

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| 1.07 | Follow-through programs for headstart children. Grades K-3. Federal support: Title I and follow-through monies. | California<br>Ruth Love Holloway<br>Chief<br>Bureau of Program Development<br>Division of Compensatory Education<br>State Department |
| 1.08 | Educational Achievement Act; provides special project funds for support of programs to overcome achievement retardation, especially reading. Elementary and secondary levels. State support. | Colorado<br>Mr. Byron Parks<br>Consultant<br>Educational Achievement Act<br>State Department |

## 2. EXCEPTIONAL CHILDREN

### Enacted Legislation

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| 2.01 | Expansion of exceptional child education -- in annual increments so that all children shall be served by 1973. | Florida<br>Ch. 68-24 |
| 2.02 | Special Education -- requires each school district to provide special programs for handicapped exceptional children. | Oklahoma<br>SB 403, 1970. |
| 2.03 | State aid programs for the education of culturally and economically deprived children. | Michigan<br>Act 312, 1947 as amended by Act 22, 1969 |
| 2.04 | Appropriation of money for program to aid disadvantaged children. | Michigan<br>Sec. 3, State Aid Act. |
| 2.05 | Sheltered workshops for the mentally retarded. | New York<br>Ch. 1069 |
| 2.06 | Authorized funds: for providing educational programs for the handicapped age 3-21; for additional supportive personnel in special education: for the first time for appraisal, instructional material, and consultative services; for local schools to contract with nonpublic schools for instructional programs for handicapped children; for teacher aides; and for an eleven or twelve-month school year rather than a ten-month school year. Provisions are also made for the multi-handicapped, language and/or learning disability, and pregnant students. Allocation of funds, teaching units, aides, and supervising units will be based on the average daily attendance of a school district or of those districts which have made a cooperative arrangement rather than the number of exceptional students identified. | Texas<br>SB 230 |
| 2.07 | Operating school districts were required by legislature mandate to identify the number of handicapped persons ages 0-21 residing within the district. Each system was asked to develop a plan identifying how and when the districts plan on meeting the educational needs of the handicapped. The legislation provided the State Department with incidence figures to be used in developing "recommended legislation which may be required to guarantee the educational needs of handicapped children." A report must be ready for the legislature by January 1, 1971 | Michigan<br>Act 220, 1969 |

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| 2.08 | Education of the physically handicapped. Multihandicapped minors, maximum class sizes for deaf-blind and other multi-handicapped minors. | California<br>AB 1442<br>AB 1886<br>Senate Bills 515, 516, 764, 768. |

Proposed Legislation

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| 2.09 | HB 792, PN 920 represents a total legislative package concerned with all aspects of special education programs and services for exceptional children. It is designed to define more comprehensively those children who are considered to be exceptional and in need of special education programs and services; to permit the extension of special programs and services to preschool aged children; encourage school districts to provide special education programs and services at the local level where feasible and compatible with special education needs of children. Proposed by house leadership in cooperation with department of education, Association for Retarded Children, Association for Children with Learning Disabilities. | Pennsylvania<br>Dr. Herbert E. Bryan<br>Assistant Commissioner of Basic Education<br>State Department |
| 2.10 | Mandatory classes for trainable mentally retarded after July 1, 1972. Proposed by State Board. | Minnesota<br>F. D. Bright<br>Deputy Commissioner<br>State Department |
| 2.11 | Statewide services for multihandicapped minors. Proposed by Division of Special Education. | California<br>Barry L. Griffing<br>Assistant Chief<br>Division of Special Education<br>State Department |

Outstanding Educational Achievements

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|---|---|---|
| 2.12 | Developed a number of exemplary curriculum guides and publications for programs for the mentally gifted. Grades K-12. State and local support. | California<br>Paul D. Plowman<br>Bureau for Mentally Exceptional Children<br>State Department |
| 2.13 | Expansion of the program for exceptional children. Elementary and secondary levels. State and local support. | Wisconsin |

2.14 Beekman Center. A unique interagency center involving the Lansing Public Schools, State Departments of Mental Health and Education, Division of Vocational Rehabilitation, local private health agencies and volunteer students from Michigan State University provides comprehensive, interdisciplinary services to severely mentally retarded youngsters at the Marvin E. Beekman Center. Elementary and secondary special education level. Federal, state and local support.

Michigan
John Breaugh
Principal
Marvin E. Beekman Center
2901 Wabash
Lansing, Michigan
48910

2.15 A residential college setting was the scene for providing vocational training to the educable mentally retarded to prepare them to be"duplicator technicians." The students learn to operate all types of duplicating machines, photocopy machines, etc. Special emphasis was placed on teaching the students on the operation of the off-set duplicator. These are rapidly replacing the mimeograph machine in many businesses. Over an eight-week extensive course, students also learn basic typing skills which enable them to cut and correct stencils. Students were also taught basic filing to aid in placement in small offices where they might be required to act as file clerk as well as "duplicator technician." Because of the variance of student ability, individual placement prescriptions were made for the students at the end of the program. Post School level. Federal, state and local support.

Michigan
Mrs. Mary Jane Cook
Assistant Professor of Business
School of Business
Ferris State College
Big Rapids, Michigan
49307

2.16 A high school driver's education program was altered to enable seven acoustically handicapped students to assimilate the information needed to pass state driver's licensing test. A teacher of the deaf attended the thirty hours of class with the students and took notes which were used in her supplemental teaching sessions. The supplemental sessions placed emphasis on teaching of vocabulary and enabling the deaf students to use their lip reading skills to advantage in the regular classroom. A driver's education teacher provided the instruction and six hours behind the wheel in accordance with state regulations. Six of the seven students passed the state driver's education test and were licensed at the end of the summer program. Secondary special education.

Michigan
Mr. Robert Dodge
Supervisor
Washenaw County
Vocational Rehabilitation Special Education Project
1319 Wagner Road
Ann Arbor, Michigan
48106

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| 2.17 | A rehabilitation program was developed in College conjunction with Eastern Michigan University to evaluate the physical, psychological, and academic potential of college aspirants with cerebral palsy, quadraplegia, severe arthritis, and visual handicaps. On-going medical needs, poor speech, and lack of formal school experience were a few of the factors that militated against previous enrollment. | Michigan<br>Mr. Robert Dodge<br>Supervisor<br>Washtenaw County<br>Vocational Rehabilitation<br>Special Education Project<br>1319 Wagner Road<br>Ann Arbor, Michigan<br>48106 |
| 2.18 | Master tape library and duplication center -- established a library of books recorded on tape and a duplication center in which tapes can be duplicated for handicapped children enrolled in grades K-12 of our public and private schools Children being served through this program include the visually handicapped, educationally handicapped, homebound, hospitalized, orthopedically handicapped and educable mentally retarded. Kindergarten, elementary and secondary levels. Federal support: ESEA Title VI-A. | California<br>Fred L. Sinclair<br>Clearinghouse-Depository for the Visually Handicapped.<br>State Department |
| 2.19 | Residence school for emotionally disturbed children, ages 6-12. Title III, Gr. 6. ESEA support. | Kentucky<br>Richard L. Winebarger<br>Coordinator, Title III, ESEA<br>State Department |
| 2.20 | Utilization of a 4-unit educational facility to provide inservice training and counseling of teachers, parents and paraprofessionals. For multihandicapped children (preschool) already identified by the 14 cooperating districts. Evaluation will be obtained through video-tapes and questionnaires. Preschool, E-3. Federal support: ESEA, VI-A, 80%; local support, 20%. | California<br>Harold Heywood<br>Project Director<br>Azusa Unified School District<br>546 S. Citrus Avenue<br>Azusa, California<br>91702 |
| 2.21 | A project, the training of regular educators, ancillary personnel, and parents to work with handicapped children, includes thirty-two classroom teachers in grades K-3, eight ancillary personnel, and 192 parents receiving special training to increase their competence in working with handicapped children. Federal support: EPDA, parts C & D. | Maryland<br>Mrs. Rozelle Miller<br>Division of Instruction<br>State Department |
| 2.22 | Programs for the physically and mentally handicapped. Elementary, secondary, and continuing levels. Federal, state and local support. | New York<br>Anthony J. Pelone<br>State Department |

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| 2.23 | A cooperative articulated educational and cultural school program for educable and trainable retarded children. Federal support. | Oregon<br>Robert R. Blaha<br>McMinnville School District 40<br>15th and Ford<br>McMinnville, Oregon<br>97128 |
| 2.24 | Wisconsin Exemplary Programs for Handicapped Children: (a) preschool programs for the retarded, (b) special projects for deaf, blind, speech-impaired, orthopedic and multiple-handicapped homebound, emotionally disturbed and learning disabilities. Federal support: Title V, local support. | Wisconsin<br>John W. Melcher<br>State Department |
| 2.25 | Development of standards for supervised experience for speech and hearing specialist in public schools, 1969. Graduate level. Federal support: ESEA Title VI-A, state support. | California<br>Glenn L. Smith<br>Orange County Department of Education<br>1104 Civic Center Drive West<br>Santa Ana, California<br>92701 |
| 2.26 | Establishment of Southwestern Regional Deaf-Blind Center serving Arizona, California, Hawaii and Nevada. All levels. Federal support: ESEA VI-C (Amended). | California<br>William A. Blea<br>Project Coordinator<br>Southwestern Region Deaf-Blind Center<br>C/o Division of Special Education<br>State Department |
| 2.27 | Report of the Study Committee on Statewide Planning for the Education of the Deaf and Severely Hard of Hearing in California Public Schools. Preschool, elementary and secondary levels. State and local support. | California<br>Gordon M. Hayes<br>Bureau for Physically Exceptional Children<br>State Department |
| 2.28 | Service Center -- in cooperation with the California School for the Blind, establi[illegible] a one-year program for the procurement of textbooks, reference books, and related study materials in special media -- braille, large print, and recordings for blind and partially-seeing high school students enrolled in California public and private schools. | California<br>Fred L. Sinclair<br>Clearinghouse-Depository for the Visually Handicapped<br>State Department |

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| 2.29 | Purchase, analysis and evaluation of relative educational merits of selected amplification units for use with deaf and hard of hearing. Preparation and distribution of a "Consumer Report." Elementary and secondary levels. State support, 60%; federal support, ESEA, VI-A, 40%. | California<br>Gordon Hayes<br>Project Director<br>Bureau for Physically Exceptional Children<br>State Department |

3. GENERAL

Enacted Legislation

| | | |
|---|---|---|
| 3.01 | Expands permitted special education programs and significantly increases state aid for special education programs. | Arizona<br>Ch. 169, Second Regular Session, 29th Legislature, also known as SB 48, approved by Governor May 18, 1970. |
| 3.02 | Requiring special education being made available to all students in every county. | Iowa<br>Senate File 409 |

4. MIGRANT CHILDREN
Outstanding Educational Achievements

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|---|---|---|
| 4.01 | Communication skills program -- administered through 6 regions to 47,000 migrant school children in 31 counties and 200 school districts. Consists of ESL, Language Development, Reading and Math, in small group and tutorial situations. Objective is to achieve one month gain for each month the child is in the program. Prekindergarten through grade 12. Federal support: ESEA, Title I; Migrant Amendment, PL 89-750. | California<br>Ramiro Reyes<br>Chief<br>Bureau of Community Services and Migrant Education<br>Division of Compensatory Education<br>State Department |
| 4.02 | Migrant Teacher Assistant Mini-Corps -- program provides for training and employing 200 college students in 5 regions during the summer session. Federal support: ESEA, Title I; Migrant Amendment, PL 89-750. | California<br>Ramiro Reyes<br>Chief<br>Bureau of Community Services and Migrant Education<br>Division of Compensatory Education<br>State Department |
| 4.03 | Preschool and child care -- centers are operated in 25 public housing centers built with funds provided through the Economic Opportunity Act. Pilot group infant care projects at 3 sites. Federal support: ESEA, Title I; Migrant Amendment, PL 89-750, Title IV. | California<br>Ramiro Reyes<br>Chief<br>Bureau of Community Services and Migrant Education<br>Division of Compensatory Education<br>State Department |

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|---|---|---|
| 4.04 | Health care services -- provided for 47,000 migrant children in the California Plan. Screening, referral and treatment. Supplemental food services provided for summer programs. K-12 levels. ESEA Title I, PL 89-750 Migrant Health Act, County Health Departments, County Welfare Department, National and State School Lunch Programs. | California<br>Ramiro Reyes<br>Chief<br>Bureau of Community Services and Migrant Education<br>Division of Compensatory Education<br>State Department |
| 4.05 | Mobile Dental Clinics -- operating through contract with U. S. Dental School in 3 regions providing complete dental care for approximately 3000 migrant children during the summer session. K-12 levels. ESEA Title I, PL 89-750 support. | California<br>Ramiro Reyes<br>Chief<br>Bureau of Community Services and Migrant Education<br>Division of Compensatory Education<br>State Department |
| 4.06 | Portable Classrooms -- Sixty-eight portable classrooms are used in districts impacted with migrant students who do not have adequate space to house them. State support. | California<br>Ramiro Reyes<br>Chief<br>Bureau of Community Services and Migrant Education<br>Division of Compensatory Education<br>State Department |

## I. STATE ADMINISTRATION

### 1. COOPERATION BETWEEN SCHOOL DISTRICTS

#### Enacted Legislation

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|---|---|---|
| 1.01 | Educational Cooperative Act -- Establishes and defines procedure to permit cooperation between local units and other localities to provide educational services and facilities. | Tennessee<br>SB 1166 (HB 1149) |
| 1.02 | Interdistrict cooperation. | Washington<br>SB 308 |
| 1.03 | Cooperative Services Act. | Wyoming<br>Sec. 21-501 through 21-507, 1957, as amended. Supp. 1969. |
| 1.04 | Permits interschool district agreements on joint projects which opened up cooperative educational programs. | Arizona<br>Ch. 94, Second Regular Session, 28th Legislature, also known as HB 47. Approved by Governor March 16, 1968. |
| 1.05 | An Act providing that the Commonwealth pay cities and towns the full cost of the transportation of students in order to eliminate or reduce racial imbalance. | Massachusetts<br>Ch. 643, 1969 |

#### Proposed Legislation

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|---|---|---|
| 1.06 | To provide state support for Boards of Cooperative Services (regional cooperative efforts of local boards of education). Proposed by department of education. | Colorado<br>Dr. Barnard D. Ryan<br>Assistant Commissioner of Education<br>State Department |

#### Outstanding Educational Achievements

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|---|---|---|
| 1.07 | Shared services across system lines. Elementary and secondary levels. Federal, state and local support. | Georgia<br>Dr. H. Titus Singletary Jr.<br>239 A State Office Building<br>Atlanta, Georgia<br>30334 |
| 1.08 | Cooperative effort among 7 school districts -- Tennessee Appalachia Educational Cooperative: Operation of programs in vocational education and guidance, driver education, and training of professional and paraprofessional personnel. K-12 levels. Combination support. | Tennessee<br>Mr. John Rice Irwin<br>Director<br>Tennessee Appalachia Educational Cooperative<br>104 Kentucky Avenue<br>Oak Ridge, Tennessee<br>37830 |

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| 1.09 | The school districts in the Northwestern part of Wyoming have worked together to provide the Big Horn Children's Center. They have now formed a Board of Cooperative Services (1969 Legislation) to provide services for exceptional children. K-12 levels. Federal, stata and local support. | Wyoming<br>C. L. Hiltbrunner<br>Director<br>Big Horn Children's Center<br>Thermopolis, Wyoming<br>82443 |

2. INTERMEDIATE EDUCATIONAL SERVICE UNITS -- GEOGRAPHIC SERVICE AREAS.

### Enacted Legislation

| | | |
|---|---|---|
| 2.01 | Permission for reorganization of county superintendents offices and reorganization to Education Service Regions with additional provisions for voluntary and mandated consolidations. | Illinois<br>HB 1470, 1969. |

### Proposed Legislation

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|---|---|---|
| 2.02 | Enabling legislation permitting the creation of Intermediate Educational Service Units. Proposed by Associated School Boards of South Dakota. | South Dakota<br>Gordon Nelson<br>Associated School Boards<br>Huron, South Dakota |
| 2.03 | Regionalization of educational services. Proposed by department of education, governor's office. | West Virginia<br>Ernest Berty<br>Director of Research<br>State Department |

### Outstanding Educational Achievements

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|---|---|---|
| 2.04 | Continued development of the geographic service area concept which divides the state into five areas for state program leadership purposes has brought Divisional personnel into closer contact with vocational, technical and adult education representatives of local educational agencies. Secondary, postsecondary and adult levels. | Florida<br>Dr. Carl W. Proehl<br>Director<br>Vocational, Technical and Adult Education<br>Knott Building<br>Tallahassee, Florida<br>32304 |
| 2.05 | Establishment of 20 Regional Education Service Centers in Texas. All levels. State support. | Texas<br>J. W. Edgar<br>Commissioner of Education<br>Texas Education Agency |
| 2.06 | Regional Education Service Centers. To attempt to bring to each public school student, wherever he lives, the best teachers, facilities, and audio-visual aids the state and nation have developed. Grades 1-12. Federal, state and local support. | Texas<br>James V. Clark<br>Director<br>Title III ESEA<br>Texas Education Agency |

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| 2.07 | The last session of the legislature passed a law permitting superintendents of educational service regions (county superintendents) to consolidate forming regional superintendents offices that would incorporate a larger population figure. Counties having a population less than 30,000 are mandated to complete the consolidation by a designated time prescribed in the law. This consolidation legislation was enacted for the purpose of providing improved educational programs and services to the children throughout the state. | Illinois<br>Pauline Meyer<br>State Department |

3. ORGANIZATIONAL CHANGES, POSITIONS, BOARDS, COUNCILS

Enacted Legislation

| | | |
|---|---|---|
| 3.01 | Added flexibility in educational organizational structure and operations due to streamlining of constitutional provisions. | Florida<br>1968 Revised<br>State Constitution |
| 3.02 | Reorganization of the executive branch of state government included the reorganization of the department of education to provide a single policy making and coordinating board for all public education in one agency which operates through four divisions -- elementary and secondary education, vocational education, community colleges, and universities. | Florida<br>Ch. 69-106<br>SB 650, 1969. |
| 3.03 | Establishes the one man - one vote rule as it pertains to County Boards of Education. | Iowa<br>House File 766 |
| 3.04 | Exempts school board employees from conflict of interest statute, thus permitting them to serve in legislature. | Kentucky<br>HB 34, 1970. |
| 3.05 | An act changing the name of the Department of Public Instruction to the Department of Education, and the Superintendent of Public Instruction to the Secretary of Education. Approved by the governor, July 23, 1969. Effective immediately. | Pennsylvania<br>Act 74, 1969 |
| 3.06 | Amending the act of March 10, 1949 (PL 30), entitled "An Act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto." | Pennsylvania<br>Act 102 |

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| 3.07 | Law creating a Board of Regents to oversee all education in state. | Rhode Island<br>Ch. 231, PL 1969 |
| 3.08 | Established a State Commission on Elementary and Secondary Education consisting of five members with the authority to annex all land area which on/or after January 1, 1969 had failed to take the necessary steps to effect the changes, as required. | South Dakota<br>Ch. 38, 1967 Senate Bill 130 effective Dec. 5, 1968 |
| 3.09 | Abolish office of County Superintendent. | Wyoming<br>Sec. 21-1-176 through 21-1-177. Amended 1969. |
| 3.10 | Provides for an advisory board to meet twice annually with the State Board of Education. | Delaware<br>Vol. 57, Ch. 90 |
| 3.11 | Constitutional Amendment, ratified by the people in December, 1969, making the office of state superintendent appointive by an elective board. | Alabama<br>Amendment No. 284 Enabling acts to amendment - Acts 16 and 17, 1969 Special Session. |
| 3.12 | Creation of two permanent study commissions: The Alabama Commission of Higher Education and the Alabama Education Study Commission. | Alabama<br>Acts 14 and 15, 1969 Special Session. Sec 513 (84) through 513 (99), Title 52. |
| 3.13 | Creates the position of Deputy State Superintendent of Public Instruction. | Iowa<br>House File 1359 |
| 3.14 | Establishment and funding of staff position in the State Department of Education -- Consultant, Health and Physical Education. | New Hampshire<br>Ch. 260, 1967 Session Laws |

## Proposed Legislation

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|---|---|---|
| 3.15 | Assembly Concurrent Resolution 195 (adopted in 1969) -- First time there has been a joint Committee of Senators, Assemblymen and State Board of Education members. Added emphasis to work on goals and objectives. School Boards Association heavily involved. Assembly Concurrent Resolution 85 (1970 session) -- this is followup to ACR 195 of 1969 session. Assembly Bill 2439 -- definitions of philosophy, goals and objectives are essential to develop an adequate information system for management at state and local level. | California |

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|---|---|---|
| 3.16 | Single state board of education to replace existing state boards of higher education (for education and educational coordinating council) (tentative). Proposed by Interim Committee on Education. | Oregon<br>Ronald Thaheld<br>Executive Secretary<br>Legislative Interim Committee on Education<br>State Capitol<br>Salem, Oregon 97310 |
| 3.17 | Permanent legislative committee on education (tentative). Proposed by Interim Committee on Education. | Oregon<br>Ronald Thaheld<br>Executive Secretary<br>Legislative Interim Committee on Education<br>State Capitol<br>Salem, Oregon 97310 |
| 3.18 | To provide for a "School Building Authority." | Colorado<br>Dr. Barnard D. Ryan<br>Assistant Commissioner of Education<br>State Department |
| 3.19 | School Building Authority (Public School construction program). | West Virginia<br>L. K. Lovenstein<br>Coordinator<br>Special Programs<br>State Department |
| 3.20 | State Board to set commissioner's salary. Proposed by State Board. | Minnesota<br>F. D. Bright<br>Deputy Commissioner<br>State Department |
| 3.21 | State Board of Education and an appointive Superintendent of Public Instruction. Proposed by Constitutional Convention. | Illinois |
| 3.22 | Newly reorganized State Board of Education staff. Proposed by State Superintendent. | Oregon |

## Outstanding Educational Achievements

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| 3.23 | The use of the advisory council and coordinating committee of the state with superintendents representing each area of the state and with the higher educational institutions and various educational institutions has proven to be very effective. This group meets on a monthly basis with planned agendas and represents a two-way communication which reaches into the state. This project has been in operation for some two or three years. It seems to be very effective in bringing good thinking into the Department and enabling the Department to project and disseminate information throughout the state. | Iowa<br>State Department |

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| 3.24 | Establishment and organization of Florida Public School Council as an advisory body to the Division of Elementary and Secondary Education. Acts as liaison group between the public and the Division, conducting public hearings each month in various sections of the state and transmitting ideas concerning education to the director of the division. State support. | Florida<br>Francis A. Rhodes<br>Administrator<br>Florida Public School Council<br>Suite 490<br>Tallahassee Bank Bldg.<br>Tallahassee, Florida<br>32301 |

## 4. SCHOOL DISTRICT REORGANIZATION

### Enacted Legislation

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|---|---|---|
| 4.01 | This law provides for reorganization of Delaware School Districts with a reduction in number from 49 to 26; provides state funds for increased staffing and increased salaries; provides an equalization formula for matching state and local funds for current expenses; provides for state supported area vocational schools; provides basis for state supported kindergartens. | Delaware<br>Vol. 56, Ch. 292, known as the Educational Advancement Act. |
| 4.02 | Requires all counties to become part of a merged school area by July 1, 1973. | Iowa<br>House File 333 |
| 4.03 | New York City school district decentralization. | New York<br>Ch. 330, 1969 |
| 4.04 | Validates and confirms organization of area school districts established pursuant to 70 OS Supp. 1968, SS 4401-4409, authorizing communities maintaining community junior colleges to become area school district, and likewise validates and confirms elections held for authorizing issuance of bonds and tax levies and the bonds and tax levies issued or authorized pursuant to such elections. Authorizes such area school districts hereafter established to issue general obligation bonds. Article X, Oklahoma Constitution. Effective April 17, 1969. | Oklahoma<br>Title 70, HJR 1034 |
| 4.05 | School District Size -- increased the minimum average daily attendance requirements for accreditation of schools. | Oklahoma<br>School Laws of Oklahoma 1969 |
| 4.06 | All territory or land area within the state of South Dakota shall on or before July 1, 1970, become a part of an independent school district offering an accredited school program and meeting the standards adopted by the State Board of Education. | South Dakota<br>Ch. 38, 1967,<br>Senate Bill 130<br>effective Dec. 5, 1968. |

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| 4.07 | Authorizes the creation of school districts lying in two or more counties. | Arizona<br>Ch. 12, Second Regular Session, 29th Legislature, also known as SB 49, approved by governor March 6, 1970. |
| 4.08 | School District Organization. | Wyoming<br>Sec. 21.1-105 through 21.1-135 Amended 1969. |
| 4.09 | Mandatory division of school districts with over 100,000 students into 8 regional districts. | Michigan<br>Act 244, PA 1969, as amended by Act 48 of PA 1970. |

## Proposed Legislation

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|---|---|---|
| 4.10 | Reorganization of all non-high school, small K-12 and Intermediate School Districts. Proposed by State Board of Education. | Michigan<br>Roger A. Boline<br>Director<br>School Management Services Division<br>State Department |
| 4.11 | To promote efficient and economical school district organization -- provide for reorganization and consolidation of certain smaller districts and decentralization within large districts. Proposed by department of education. | Colorado<br>Dr. Barnard D. Ryan<br>Assistant Commissioner of Education<br>State Department |
| 4.12 | The establishment of regional centers and regional committees for school district reorganization in lieu of county committees. | North Dakota<br>M. F. Peterson<br>State Department |
| 4.13 | Mandatory unification of school districts. Proposed by Interim Committee on Education; state Department of Education and education groups. | Oregon<br>Ronald Thaheld<br>Executive Secretary<br>Legislative Interim Committee on Education<br>State Capitol<br>Salem, Oregon 97310 |
| 4.14 | District reorganization. Proposed by State Board. | Arizona<br>G. W. Harrell<br>Administrative Assistant<br>State Capitol<br>Room 165<br>Phoenix, Arizona 85007 |

### Outstanding Educational Achievements

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|---|---|---|
| 4.15 | Consolidation of schools and school systems. Elementary and secondary levels. State support. | Georgia<br>Dr. Jack P. Nix<br>State School Supt.<br>State Department |
| 4.16 | School district organization. All levels. State and local support. | New York<br>Phillip B. Langworthy<br>State Department |
| 4.17 | The Division of School District Organization was established to coordinate state and local efforts toward improved school district organization. All school districts not providing instruction in grades 1-12 inclusive were eliminated as of June 30, 1968. As an example of the continuing efforts to facilitate school district organization, the State Board in an historic resolution moved rapidly and took unprecedented action, both in Ohio and nationally, of reassigning the entire enrollment of a predominately black school district with inadequate financial resources to an affluent suburban school system. The Board's action, which followed months of study by local school officials and Department of Education staff members, represents a unique solution to the emerging difficulties associated with school districts with low taxable resources. All levels. Federal and state support. | Ohio<br>John A. McKnight<br>Director<br>Division of School District Organization<br>State Department, Room 604 |
| 4.18 | School District Reorganization: reduced the number of school districts from 215 independent and 1582 common (1967-68) to approximately 200 independent districts and 28 common districts (1970-71). K-12 levels. State and local support. | South Dakota<br>Elwin R. Schmidt<br>State Department |
| 4.19 | Mandatory school district reorganization. K-12 levels. | Wyoming<br>Harley Strayer<br>State Department |

## 5. STATE LAWS, CODES, CONSTITUTIONS -- REVISIONS

### Enacted Legislation

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|---|---|---|
| 5.01 | Proposed amendment to Constitution of Virginia, Article VIII (Education), insuring an educational program of high quality, to be voted on by the people. | Virginia<br>House Joint Resolution No. 13. |

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| 5.02 | Recodification of Texas School Laws. | Texas<br>HB 534 |
| 5.03 | Recodification of school laws. | Wyoming<br>Sec. 21.1-1 through<br>21.1-292<br>Amended 1969. |
| 5.04 | Changes minimum legal ages for compulsory school attendance from 7-16 years to 6-16 years. | Delaware<br>Vol. 57, Ch. 112 |
| 5.05 | Compulsory attendance: to be mandatory statewide for children 7-16 by 1974. | South Carolina<br>Sec. 21-757 |
| 5.06 | Provided for recognition of schools by attendance centers. | Illinois<br>HB 1631, 1969. |

## Proposed Legislation

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|---|---|---|
| 5.07 | Recodification of South Carolina State Codes, including Educational Sections. Proposed by Education Committee of State Legislature. | South Carolina<br>Hardwick Stuart<br>Office of Research<br>State Department |
| 5.08 | Revision of State Constitution. Proposed by Committee on Constitution Revision. | South Carolina<br>Hardwick Stuart<br>Office of Research<br>State Department |
| 5.09 | Movement by Citizens for Educational Freedom to bring State Constitution language in line with U. S. Constitution first amendment. Proposed by Citizens for Educational Freedom. | Washington<br>Citizens for Educational Freedom |
| 5.10 | Movement to bring Washington law in line with existing law re student rights. Proposed by Interim Committee on Education. | Washington<br>Ralph Julnes<br>Executive Secretary<br>Interim Committee on Education. |

## Outstanding Educational Achievements

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|---|---|---|
| 5.11 | Recodified all school law. All Levels. | Washington<br>Ralph Julnes<br>Room 424<br>Public Health Bldg.<br>Olympia, Washington |
| 5.12 | Adoption of a completely revised and rewritten School Code. K-12. | Wyoming<br>Dr. Dale Lucas<br>State Department |

## J. TEACHERS

### 1. AIDES, PARAPROFESSIONALS, NONCERTIFICATED

Enacted Legislation

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|---|---|---|
| 1.01 | Mandates the setting of standards and conditions for employing teacher aides. | California<br>SB 376, 1970 |
| 1.02 | An outstanding feature of HB 531 is its establishment of regulations concerning educational aides. The bill directs the State Board of Education to issue permits for educational aides and to establish regulations for this purpose. The bill limits educational aides to performing, under the supervision and direction of a certified teacher, instructional tasks and duties that the teacher judges may be performed by noncertificated persons. It prohibits the reduction of pupil-teacher ratios through the use of educational aides and the counting of educational aides as certificated employees for state financial support purposes. HB 531 authorized school districts to employ up to one full time equivalent educational aide for each six full time equivalent certificated employees and entitles educational aides to benefits available to other nonteaching employees, except under Civil Service Law. | Ohio<br>HB 531 |
| 1.03 | Provides for employment of noncertificated personnel to assist certificated personnel in the provision of services related to instruction or supervision of children. | Colorado<br>SB 314 (1969) |
| 1.04 | Retirement system for noncertificated school personnel. | North Dakota<br>HB 388 |

Outstanding Educational Achievements

| | | |
|---|---|---|
| 1.05 | Growing use of teacher aides in Texas schools. All levels. Federal and local support. State funding for teacher aides began in September 1970. | Texas<br>J. W. Edgar<br>Commissioner of Education<br>Texas Education Agency |

### 2. BENEFITS, RETIREMENT AGE, PENSIONS, HEALTH PLANS, INSURANCE.

Enacted Legislation

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|---|---|---|
| 2.01 | Lowered retirement age to 60 without penalty. | Alabama<br>Act 26, 1969 Special Session. Sec. 366 & 369, Title 52. |

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| 2.02 | Provides a revised pension system for state employees with more liberal benefits, maximum pension after 30 years service $12,000 annual. | Delaware<br>SB 483 as amended by SA 1, 125th General Assembly. |
| 2.03 | Improves Iowa Public Employees retirement system. | Iowa<br>House File 1176 |
| 2.04 | Permits teachers to retire with full benefits after 30 years of service, regardless of age; effective July 1, 1972. | Kentucky<br>HB 52, 1970 |
| 2.05 | Provides basic cost of health care insurance for state employees. | Delaware<br>Vol. 57, Ch. 319 |
| 2.06 | Adds rider J to the State Health Plan and increases Major Medical Benefits. | New Jersey<br>Ch. 135, 1968 |
| 2.07 | Provides for a cost-of-living increase to certain retired teachers. | New Jersey<br>Ch. 169, 1969 |
| 2.08 | Increases the Contributory Insurance benefits from 1-1/2 to 2 times a teacher's annual salary. | New Jersey<br>Ch. 229, 1968 |
| 2.09 | Increased benefits in Teachers' Retirement. | North Dakota<br>SB 258 |
| 2.10 | Improved Teacher Retirement Law. | Rhode Island<br>S-642 |
| 2.11 | Sick Leave Law -- 1970. | South Dakota<br>HB 818 |
| 2.12 | Provision of five days annual teacher sick leave. | Texas<br>HB 276 |
| 2.13 | Improvements in teacher retirement benefits. | Texas<br>HB 241 |
| 2.14 | Improved sick leave benefits. | West Virginia<br>SB 134, 1968<br>SB 181, 1969 |
| 2.15 | Increased retirement benefits. | West Virginia<br>HB 678, 1970<br>SB 190, 1969 |
| 2.16 | Provided terminal pay for unused sick leave to a maximum of 90 days. | Delaware<br>Vol. 57, Ch. 238 |

## Proposed Legislation

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|---|---|---|
| 2.17 | Fringe Benefits for teachers. Proposed by Kentucky Education Association. | Kentucky<br>Dr. J. Marvin Dodson<br>Executive Secretary<br>101 W. Walnut<br>Louisville, Kentucky<br>40202 |
| 2.18 | Teacher retirement benefits to upgrade system for all teachers. Proposed by Teacher Retirement Board, LTS, LEA, State Department of Education, United School Committee. | Louisiana<br>LTA Office |
| 2.19 | A-459. Provide full cost-of-living increases for retired teachers. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 2.20 | A-878. Provides cost-of-living pension adjustments for noncontributory public pensions. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 2.21 | A-476. Provides that the board shall pay legal fees when teachers and administrators are cleared of charges in administrative cases. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 2.22 | Improvements in teacher retirement benefits. | Texas<br>L. P. Sturgeon<br>TSTA<br>316 West 12th St.<br>Austin, Texas 78701 |

## Outstanding Educational Achievements

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|---|---|---|
| 2.23 | Improvements in teachers' retirement system. Elementary, secondary and higher levels. State and local support. | Georgia<br>Mr. W. H. Rucker<br>Executive Secretary<br>Georgia Teachers' Retirement System<br>254 Washington Street SW<br>Atlanta, Georgia 30334 |
| 2.24 | Sick leave law providing a minimum of 10 days in all school districts. State support. | South Dakota |

## 3. CERTIFICATION

### Enacted Legislation

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| 3.01 | The State Board of Education is authorized to enter into interstate agreements concerning qualifications and certification of educational personnel. | Delaware<br>Vol. 57, Ch. 155 |
| 3.02 | Enacts interstate agreement on qualification of educational personnel, enabling cooperation among comparable states in teacher certification and recognition of education qualifications. | Kentucky<br>HB 74, 1970. |
| 3.03 | Authorization for interstate agreement on certification. | North Carolina<br>Ch. 631 |
| 3.04 | Creates Professional Standards Board, composed of 25 members, to provide leadership for the improvement of teacher education and standards for the certification of teachers and other education personnel in Oklahoma and to serve in an advisory capacity to State Board of Education in all matters of professional standards and certification. (Effective 90 days after adjournment) | Oklahoma<br>Title 70, HB 1180 |
| 3.05 | An act providing for the entry of the commonwealth into an interstate agreement on certification of educational personnel. | Massachusetts<br>Ch. 748, 1968 |
| 3.06 | An act providing that Pennsylvania enters into an "Interstate Agreement on Qualifications of Educational Personnel" so that teachers moving within the several states will be assured of certification to teach in all of them. Approved by the governor, October 8, 1969. Effective immediately. | Pennsylvania<br>Act 96, 1969 |
| 3.07 | Law authorizing interstate contracts for reciprocal certification of educational personnel. | Rhode Island<br>Ch. 206, PL 1969 |
| 3.08 | Reciprocity agreements permitted regarding teacher certification. | West Virginia<br>HB 780, 1969 |

### Proposed Legislation

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|---|---|---|
| 3.09 | Teacher certification -- an act to improve the standards and procedures for the preparation and certification of public school educational personnel in the Commonwealth. | Massachusetts<br>Neil V. Sullivan<br>State Department |

Outstanding Educational Achievements

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|---|---|---|
| 3.10 | Revision of teacher certification regulations. K-12. | Alaska<br>Dr. Russell Jones<br>Director<br>Division of Instructional Services<br>State Department |
| 3.11 | Progress toward performance-based teacher certification (Miami Beach Training Session, May 1970) K-12. State and federal support. | Florida<br>K. Fred Daniel<br>Associate for Planning and Coordination<br>State Department |
| 3.12 | Establishment of a Professional Standards Board -- 1969 -- to review and recommend changes in certification regulations to the State Board of Education. Higher and graduate levels. State support. | Maryland<br>Miss Eleanor Rice<br>Assistant Director<br>Office of Certification<br>State Department |
| 3.13 | Establishment of a Review Board -- 1969 -- to review, upon request of a teacher, the evaluation of college records made by the Office of Certification Staff. If warranted, to recommend a change in the evaluation to the State Superintendent of Schools. Higher and graduate levels. State support. | Maryland<br>Miss Eleanor Rice<br>Assistant Director<br>Office of Certification<br>State Department |
| 3.14 | Survey of the Office of Certification -- 1969-70 -- to improve processing of teacher applications and expedite the total procedures. This involved Dr. T. M. Stinnett as a consultant and Mr. W. S. Scott, Systems Analysis from Computer Usage Company. Federal support. | Maryland<br>Miss Eleanor Rice<br>Assistant Director<br>Office of Certification<br>State Department |
| 3.15 | Comprehensive review of teacher certification regulations, and development of a far-reaching and forward-looking blueprint for the future, in teacher certification and also inservice education of teachers. Elementary and secondary levels. State and federal support. | New Hampshire<br>Harvey Harkness, Jr.<br>Director<br>Teacher Education and Professional Standards<br>State Department |
| 3.16 | Teacher education and certification. All levels. State support. | New York<br>Alvin P. Lierheimer<br>State Department |

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| 3.17 | Beginning in 1967 and taking a significant step in 1968, plans were made for the revision of the laws and regulations governing the certification of teachers, administrators, supervisors and school employees in pupil-personnel services. An Advisory Council, composed of college representatives, public and private school personnel, the lay public and the Division of Teacher Education and Certification, conducted an intensive study concerning the preservice preparation of educational personnel in Ohio. At the present time the State Board of Education is expected to take action on these proposals for revising the total program of certification of educational personnel and the approved procedures for colleges and universities engaged in the preparation of teachers. A significant change has been made in a move toward the recognition of the need for differentiated staffing by establishing, through the State Board of Education, guidelines for educational aides to assist the certificated teacher in the education of boys and girls. All levels. State support. | Ohio<br>Paul Hailey<br>Director<br>Division of Teacher Education and Certification.<br>Room 616<br>State Department |
| 3.18 | Establishment of the Professional Standards Committee to advise the Secretary of Education and State Board of Education regarding teacher certification. Collegiate level and basic education. State support. | Pennsylvania<br>Dr. William Charlesworth<br>Director<br>Bureau of Teacher Education<br>State Department |
| 3.19 | Start of new comprehensive studies aimed at improvement of preparation and certification of professional educators. | Texas<br>J. W. Edgar<br>Commissioner of Education<br>Texas Education Agency |
| 3.20 | Certification Study. To study present conditions related to certification of educational personnel and to recommend improvement. All levels. Local support. | Texas<br>Bill Reeves<br>Director<br>Teacher Education and Certification<br>Texas Education Agency |
| 3.21 | New certification standards and procedures now developing. K-12. State and federal support. | Washington<br>Dr. Wendell Allen<br>Box 527<br>Olympia, Washington |
| 3.22 | Interstate agreement on qualifications of educational personnel. K-12. State support. | Virginia<br>A. Gordon Brooks<br>Director<br>Teacher Education and Certification<br>State Department |

## 4. COLLECTIVE NEGOTIATIONS

### Enacted Legislation

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|---|---|---|
| 4.01 | Provides a basis for negotiations between organizations of certified school employees and boards of education. | Delaware<br>Vol. 57, Ch. 298 |
| 4.02 | Perhaps the first state in the nation to provide collective bargaining rights to all state and local government employees, the Collective Bargaining in Public Employment law provides for 13 bargaining units, including a unit comprised of University and Community College faculty member, and a unit comprised of other personnel appointed by the Board of Regents. Other University and Community College employees, such as white and blue collar workers, nurses, hospital workers and others not otherwise classified, would be included in other respective statewide bargaining units. | Hawaii<br>Act 171, SLH 1970 |
| 4.03 | Establishes the New Jersey Public Employees Negotiations Law which provides for employer-employee relations in public and private employment and creating a board of mediation and prescribes its functions. | New Jersey<br>Ch. 303, 1968 |
| 4.04 | Employer-employee relations | New York<br>Ch. 124 |
| 4.05 | Teachers' Representation and Negotiation Act. Provides uniform basis for recognizing the right of public school certificated employees to join organizations of their own choice and be represented by such organizations in their professional and employment relationships with school districts; creates "Education Fact-Finding Commission." | North Dakota<br>ND Century Code<br>Ch. 15-38-1 |
| 4.06 | Professional Negotiations Law. | North Dakota<br>HB 175 |
| 4.07 | An act providing that a school committee may employ legal counsel for collective bargaining purposes. | Massachusetts<br>Ch. 128, 1969 |

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| 4.08 | SB 1333, establishing a legal base in Pennsylvania for negotiation and collective bargaining between public employees and their employers. Defines the scope of negotiations, type of employees to be included, employee representation, handling of impasse, provides for mandatory artibration, includes a limited right to strike. Teachers and professional employees of school boards are included as public employees. Approved by the governor, July 23, 1970. This act will take effect in 90 days. | Pennsylvania<br>SB 1333 |
| 4.09 | Negotiations Law -- 1969 and 1970 Amended. | South Dakota<br>SB 89 and SB 108 |

## Proposed Legislation

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| 4.10 | Mandated Professional Negotiation/Collective Bargaining between teachers and school boards. Proposed by Kentucky Education Association. | Kentucky<br>Dr. J. Marvin Dodson<br>Executive Secretary<br>101 Walnut<br>Louisville, Kentucky<br>40202 |
| 4.11 | A-810. Would make it legal for public employees to strike. NJEA proposal. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 4.12 | Legislation to permit collective bargaining contracts for a three-year period. Proposed by School Problems Commission. | Illinois<br>School Problems Commn.<br>325 South 5th Street<br>Springfield, Illinois |
| 4.13 | Professional Negotiations Statute. Proposed by Wyoming Education Association. | Wyoming<br>Mr. Don Shanor<br>Executive Secretary<br>Wyoming Education Assn.<br>115 East 22nd Street<br>Cheyenne, Wyoming<br>82001 |

## Outstanding Educational Achievements

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| 4.14 | Meet and Confer Law, enacted in 1969, amended in 1970. | South Dakota |

## 5. CONTRACTS -- TENURE.

### Enacted Legislation

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| 5.01 | Establishes uniform dates for issuance and return of teachers' contracts. | Iowa<br>House File 427 |
| 5.02 | Enactment of legislation requiring a school committee to give reasons and a hearing upon the request of any teacher, for nonrenewal of contract. | Rhode Island<br>S-775 |
| 5.03 | Continuing Contract Law, 1969. To provide for hearing. | South Dakota<br>HB 719 |
| 5.04 | Provision for teacher tenure. (continuing contract). | Virginia<br>Title 22, Ch. 11,<br>Article 2 |
| 5.05 | Teacher Employment Act which provides continuing contract facts for teachers with a court review. | Wyoming |

### Proposed Legislation

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| 5.06 | A-474. Requires each board of education to notify by April 1 any certificated nontenure employee of intention not to offer a contract for a succeeding year. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 5.07 | Legal authorization of professional career contracts. Proposed by Texas State Teachers Association. | Texas<br>L. P. Sturgeon<br>TSTA<br>316 West 12th Street<br>Austin, Texas<br>78701 |
| 5.08 | Replacement of tenure with a more flexible alternative. Proposed by New York State School Board Association. | New York<br>Everett R. Dyer<br>Executive Director<br>NYS School Boards Assn.<br>111 Washington Ave.<br>Albany, New York<br>12210 |

### Outstanding Educational Achievements

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| 5.09 | Continuing Contract Law to allow for hearing with Board in Executive Session, enacted in 1969. | South Dakota |

## 6. PROFESSIONAL PRACTICES

### Enacted Legislation

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| 6.01 | Professional Practices Act. | Idaho<br>HB 237, 1969. |
| 6.02 | Professional Practices Act, 1969 and 1970 Amended. | South Dakota<br>HB 593 |
| 6.03 | Creation of a state Professional Practices Commission; to draft code of ethics, standards. | Texas<br>HB 32 |

### Proposed Legislation

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|---|---|---|
| 6.04 | Professional Practices Act. Proposed by Alabama Education Association. | Alabama<br>Dr. Paul Hubbert<br>Executive Secretary<br>Alabama Education Assn.<br>P. O. Box 4177<br>Montgomery, Alabama<br>36104 |

### Outstanding Educational Achievements

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|---|---|---|
| 6.05 | Establishment of Professional Practices Commission in January 1968. Supported by members of Professional Association. | Georgia<br>Mrs. Elizabeth Lambert<br>Chairman<br>Professional Practices Commission<br>Route 7, Jones Road<br>Macon,Georgia 31206 |

## 7. SALARIES

### Enacted Legislation

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| 7.01 | This legislation increased the state supported salary schedule by 7.5 per cent. | Delaware<br>Vol. 57, Ch. 333 |
| 7.02 | Sizable increase in teacher salaries. | Florida<br>Ch. 68-18 |
| 7.03 | Faculty increases of salary of 10% (8% across the board, 2% for "equity" adjustments) each were approved for July 1, 1969, and July 1, 1970. There are in addition to the annual incremental salary increases of 4% allowable to each eligible faculty member. | Hawaii<br>Act 127, SLH 1969 |
| 7.04 | Teacher salaries: $800 increase. 1968-69. | South Carolina<br>Act 1263, 1968. |

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| 7.05 | Minimum Foundation Program amendments. Teacher pay raises in 1969-70 and 1970-71, and Continuing Compensation plan for 1971-72 and after; increased state aid for M & O, and transportation; addition of public school kindergarten beginning 1970-71, etc. | Texas<br>HB 240 |
| 7.06 | Increased salaries for teachers ($1320). | West Virginia<br>HB 256, 1968<br>SB 181, 1969 |

Proposed Legislation

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| 7.07 | Recognition of "similar" experience other than teaching in certifying and paying teachers. Proposed by State Department. | Kentucky<br>F. Niel Postlethwait<br>Deputy Superintendent<br>State Department |
| 7.08 | Full implementation of Teacher Salary Schedule. Proposed by State Department, LTA, LEA, United School Committee. | Louisiana |
| 7.09 | A-9. Increase the State Minimum Salary Schedule. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 7.10 | A-437. Establish a salary guide for administrators by applying ratios to State Minimum Salary Law for teachers. Proposed by New Jersey Education Association. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |
| 7.11 | S-458. Protects the salary of a suspended school employee after a period of 90 days while pending an investigation, hearing or determination of the charge. | New Jersey<br>R. M. Beechner<br>NJEA Research Library<br>180 West State Street<br>Trenton, New Jersey<br>08608 |

## 8. TRAINING, EDUCATION, RECRUITMENT

Enacted Legislation

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| 8.01 | Commitment of the state to a state-district partnership program of training for school principals and other administrators. | Florida<br>Ch. 69-349 |

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| 8.02 | The New Careers in Education Act contains provisions for the recruitment and training of low-income and minority persons for careers in teaching. | California<br>Assembly Bill 1362<br>California Education Code Section 13250 |
| 8.03 | Establishment of Student Teacher Centers; uniform state student teaching system. | Texas<br>SB 8 |
| 8.04 | Granted permission for boards of education to conduct inservice training programs for teachers by shortening the school day up to 10 days per year. | Illinois<br>HB 1524, 1969 |

Proposed Legislation

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| 8.05 | Inservice education for the teachers in the public schools. Proposed by Task Force for Quality Education. | Louisiana<br>Herschel L. Russell |

Outstanding Educational Achievements

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| 8.06 | Systematic on-the-job training for teachers. K-9 levels. Federal support: ESEA, Title I. | California<br>Ruth Love Holloway<br>Chief<br>Bureau of Program Development<br>Division of Compensatory Education<br>State Department |
| 8.07 | Development of master plans for inservice programs in school districts. K-12. State support. | Florida<br>John Patrick<br>Bureau of Teacher Education (511K)<br>State Department |
| 8.08 | A training program for diagnostic/prescriptive teachers has extended through one school year and two six-week summer workshops and included both theory and practicum. For teachers of children K-3. PL 85-926 and ESEA, Title VI-A support. | Maryland<br>Mrs. Rozelle Miller<br>Division of Instruction<br>State Department |
| 8.09 | ITV Project. In conjunction with the continuum and its EPDA pilot study, a special videotape project has been initiated for the inservice training of regular classroom teachers and special educators. The project, to include a series of fifteen half-hour films for telecase by the Division of Instructional Television (channel 67), will focus on the identification, observation, assessment and referral of children from kindergarten through grade three who exhibit actual or potential learning problems. K-3. State support. | Maryland |

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| 8.10 | Summer workshops specifically designed to assist in the implementation of the Continuum Design are: (a) Cooperative Plans between divisions of instruction, rehabilitation and vocational education in the education of handicapped children -- Phase III: elementary, senior high; (b) diagnostic and prescriptive techniques for trainables: K-6. | Maryland |
| 8.11 | Implementation of inservice program for teachers, based on Series 100, NWREL, Portland, which has reached more than 2000 teachers in less than a year and which has provided workshop leaders to all areas of the state. All levels. State support. | South Dakota<br>Dr. Eldon Gran<br>Division of Instructional Services<br>State Department |
| 8.12 | Model for statewide inservice training. Title I. | Wisconsin<br>Frank Brown<br>State Department |
| 8.13 | Research and teacher education. This program is authorized in AB 482 passed by the state legislature in 1965. This program has added to our overall understanding in the area of school desegregation and integration. Riverside School District in conjunction with the University of California at Riverside has established a repository of literature dealing with the subject. Materials from this center are available to educational agencies throughout the nation. The Research and Teacher Education program has been a forerunner in testing the soundness of educational practices relative to the teaching of disadvantaged pupils. This is especially true relative to the training of teachers in reading and mathematics methodologies. Preschool through secondary levels. | California<br>Fred Tillman<br>Chief<br>Bureau of Professional Development<br>Division of Compensatory Education<br>State Department |
| 8.14 | Professional development and program improvement centers (authorized by AB 920 passed by the state legislature in 1967). This program is aimed at the training of student teachers from higher education institutions and the retraining of school district personnel in order that these personnel can work effectively with educationally disadvantaged pupils. Although the curricula associated with this program gives special emphasis to the enhancement of teaching methods and techniques in reading and mathematics, all areas of the school program are given adequate consideration. Primarily, evaluative information indicates that this program has has positive influence on pupil achievement. K-8. State support. | California<br>Fred Tillman<br>Chief<br>Bureau of Professional Development<br>Division of Compensatory Education<br>State Department |

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| 8.15 | New Careers in Education Act (authorized by AB 1362), this program will be in operation in two urban school districts in fascal year 1971. This program is aimed at the training and preparation of students who have completed at least 60 units of collegiate work in a higher education institution. A major goal of the program is to recruit for teaching careers in elementary schools, low-income and/or minority group persons. Evaluation information will be available on this program at the end of the 1971-72 school year. K-6. State support. | California<br>Fred Tillman<br>Chief<br>Bureau of Professional Development<br>Division of Compensatory Education<br>State Department |
| 8.16 | Development of individualized teacher training materials. K-12 levels. Federal support. | Florida<br>Mrs. Pauline Masterson<br>Bureau of Teacher Education (511K)<br>State Department |
| 8.17 | All Idaho higher institutions, representatives of public schools and State Department of Education have formed a "consortium" for a cooperative effort for all EPDA teacher training programs. | Idaho<br>Harold Goff<br>Director of Idaho Consortium<br>State Department |
| 8.18 | Multi-State Teacher Education Project, Teacher Education in Transition, Volume II. "A Partnership -- The Teacher Education Center," July, 1969. College level. Federal support. | Maryland<br>Dr. Herman E. Behling, Jr.<br>Consultant in Student Teaching<br>State Department |
| 8.19 | Development of the Teacher Education Advisory Council of Maryland. | Maryland<br>Dr. Kenneth A. Browne<br>Consultant in Teacher Education<br>State Department |
| 8.20 | Publication of first Statewide Teacher Recruitment Brochure. College level. State support. | Maryland<br>Mr. Dale Swecker<br>Specialist in Teacher Recruitment<br>State Department |
| 8.21 | Maryland State Department of Education, Guidelines for Student Teaching: An Experimental Handbook, July, 1969. College level. Federal support. | Maryland<br>Dr. Herman E. Behling, Jr.<br>Consultant in Student Teaching<br>State Department |

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| 8.22 | Maryland State Department of Education, The Role of the State Education Agency in the Development of Innovative Programs in Student Teaching, April, 1969. College level. Federal support. | Maryland<br>Dr. Herman E. Behling, Jr.<br>Consultant in Student Teaching<br>State Department |
| 8.23 | Maryland State Department of Education, The Teacher Education Center Concept, July, 1969. College level. Federal support. | Maryland<br>Dr. Herman E. Behling, Jr.<br>Consultant in Student Teaching<br>State Department |
| 8.24 | Teaching Experience Program. Selected senior students from three high schools work with teachers in 11 elementary schools with two objectives in mind. First, they help the children solve their own problems brought about by inadequate background for school experience, language handicaps, poor self-image, indifference of the family toward learning, and fear of failure. At the same time, the senior also learns what it is to be on the other side of the desk; what it means to be a teacher. 1-12. Federal support. | Texas<br>Floyd D. Manry, Superintendent<br>Ector County Independent School District<br>P. O. Box 3912<br>Odessa, Texas<br>79760 |
| 8.25 | Student Teaching Centers: a cooperative program in which the teacher training institutions, the county school districts, and the SEA are involved in preservice teacher training. College level. Federal, state and local support. | West Virginia<br>James D. Thomas |
| 8.26 | Intern programs for teacher training, both inservice and preservice liberal arts personnel. Elementary and secondary levels. Federal support: EPDA. | Delaware<br>Dr. Joseph D. Moore<br>Supervisor of Teacher Education<br>Liberal Arts Graduate Preservice Training<br>State Department. |

## K. VOCATIONAL EDUCATION

### 1. DEVELOPMENT AND EXPANSION

#### Enacted Legislation

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| 1.01 | Establishes a Vocational Advisory Committee. | Iowa<br>Senate File 544 |
| 1.02 | Emphasizing and strengthening vocational and occupational training with phase-in of new or expanded programs and additional funding. | Florida<br>Package of Bills:<br>Ch. 70-176, 70-211,<br>70-174, 70-317,<br>70-192, 70-193,<br>70-175, 70-252. |
| 1.03 | Vocational education program in middle grades. | North Carolina<br>Ch. 1180 |
| 1.04 | Improvements in vocational education program of Texas Public Schools. | Texas<br>HB 263 & SB 261 |

#### Proposed Legislation

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| 1.05 | Continued improvement of occupational and vocational education programs proposed by State Department of Public Instruction. | Delaware<br>F. Niel Postlethwait<br>Deputy Superintendent<br>State Department |
| 1.06 | Area Vocational Schools. Proposed by State Task Force. | Idaho |
| 1.07 | Expanded Vocational Education programs. Proposed by state education organizations. | Kentucky<br>Dr. Carl F. Lamar<br>Assistant Superintendent<br>State Department |

#### Outstanding Educational Achievements

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| 1.08 | The development of the State Plan for Vocational Education in New Mexico. This plan projects program need and development as well as an economic survey of the state. All levels. Federal, EDA and Four Corners Regional Commission support. | New Mexico<br>State Division of Vocational Education<br>State Department |
| 1.09 | Ohio became the first industrial state to require each school district to develop and submit to the state board a plan for vocational education which sets standards for establishing comprehensive vocational | Ohio<br>Frank Walter<br>Deputy Superintendent<br>State Department,<br>Room 608 |

(Continued)

1.09 educational programs. Districts could comply by providing vocational education within a comprehensive high school, participating in a joint vocational school district, or by contracting with another school district for services. By April, 1979, school districts were required to submit their plans which provided the basis for the development of the state master vocational education plan. Provisions were made to permit flexibility in some of the sparsely populated rural regions and the growing suburban areas. 638 school districts, many with limited enrollments and limited financial resources, have combined to form 105 vocational districts. Every youngster in the state of Ohio will have access to a vocational education program which offers a minimum of 20 classes of vocational education. All levels. State and federal support.

1.10 Outstanding achievements in the area of vocational education include an automated data information system for vocational education, an investment plan for joint vocational school districts in Ohio, an evaluation system for vocational education districts in Ohio, and a state plan for vocational education in Ohio. All levels.

Ohio
C. O. Tower
Assistant Director
Research and Survey Services and Exemplary and Evaluation Programs
Division of Vocational Education
Room 613
State Department

1.11 During the past school year a model for occupational education for the state of Wyoming has been developed by staff members of the state department of education. This program has been well accepted and provides for appropriate introduction of the concepts of attitude development, career exploration, and appropriate skill development at the various educational levels extending from elementary through postsecondary. Local, state, and federal support.

Wyoming
Dr. Dean Talagan
State Department

1.12 Full time teachers of vocational-technical education have increased from 4,000 in 1968 to 4,700 in 1970. Local, state and federal support.

Florida
Dr. Carl W. Proehl
Director
Vocational, Technical and Adult Education
State Department

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| 1.13 | Improvement of the secondary school curriculum including expansion of comprehensive vocational high schools. Secondary level. | Georgia<br>George W. Mulling<br>Director<br>Vocational Education Division<br>State Department |
| 1.14 | Establishment of Luna Area Vocational School; San Juan Area Vocational School; Espanola Branch of Northern N. M. State School; Santa Fe Skill Center. Secondary, postsecondary and adult levels. | New Mexico<br>Don Rea<br>Supervisor of Postsecondary Education<br>State Department |
| 1.15 | Expansion of vocational-technical educational opportunities through establishment of network of area programs. Secondary level. State and local support. | Rhode Island<br>Thomas H. Sandham, Jr.<br>State Department |
| 1.16 | Vocational education program and prevocational programs, adjunct education: 8 new area vocational schools making a total of 22. Junior high to adult levels. State support. | South Carolina<br>Dr. Cecil H. Johnson, Jr.<br>Vocational Education Director<br>State Department |
| 1.17 | Project Success. This project was developed to provide large high schools with comprehensive programs so that more students would have opportunities in vocational education. Secondary level. Federal, state and local support. | Utah<br>Walte E. Ulrich, Jr.<br>Jed W. Wasden<br>Mark Nichols<br>Project Directors<br>State Department |
| 1.18 | The integrated shop program (ISP) is designed to integrate into a single articulated program the instruction previously given in ag mechanics, automotive, metals, and drafting. The program will permit broader instruction for students in rural schools with limited facilities and teachers. The curriculum was specifically designed, and is expressed in measurable objectives terms. Secondary rural schools. Federal, state and local support. | Utah<br>Jed Wasden<br>John Stephens<br>State Department |
| 1.19 | Comprehensive vocational education program; in high school overall coordination, career development process, capstone course, special needs services, and articulation with the post high school; all tied together with local long range plans. Federal and local support. | Wisconsin<br>Robert Ristau<br>State Department |

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| 1.20 | Career education has been revamped and reorganized representing what has been called "vocational education" in a manner and means attempting to truly provide careers for all boys and girls throughout the state regardless of the size of the community or the type of the career they feel they might be interested in pursuing. | Iowa<br>State Department |
| 1.21 | Development of a single statewide catalog for six postsecondary vocational-technical colleges. Postsecondary level. Federal and state support. | New Hampshire<br>Charles Green<br>Division of Vocational-Technical Education<br>Stickney Avenue<br>Concord, New Hampshire |
| 1.22 | Occupational cluster program. Grades 7-12. State and federal support. | Nevada<br>John W. Bunten<br>Director of Vocational-Technical Education<br>State Department |
| 1.23 | MDTA Occupational cluster training, Texarkana, Texas. A group of occupations -- in this instance: file clerk, clerk-typist, general office clerk, and stenographer -- all sharing a common core of experiences and knowledge are being taught. Outstanding in this approach is provision for students to move either horizontally or vertically through the cluster, or terminate at any particular occupational level -- clerk-typist, e.g. -- or specialized level (a narrower area of training within an occupational level.) Secondary level. Federal support. | Texas<br>Bob Allen<br>Director<br>Adult and Continuing Education<br>Texas Education Agency |
| 1.24 | New Hampshire established the concept of 20 regional vocational centers for vocational education. Secondary level. Federal, state and local support. | New Hampshire<br>Dr. Lila Murphy<br>Division of Vocational-Technical Education<br>Stickney Avenue<br>Concord, New Hampshire |
| 1.25 | Teams of vocational educators involving all vocational areas have visited individual high schools for purposes of planning and development. Grades 7-12. Federal, state and local support. | New Hampshire<br>Dr. Lila Murphy<br>Division of Vocational Technical Education<br>Stickney Avenue<br>Concord, New Hampshire |

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| 1.26 | Multi-County vocational-technical centers enrolling students from more than one school district. Secondary through adult levels. | West Virginia<br>Fred W. Eberle<br>Director<br>Vocational Education<br>State Department |
| 1.27 | Revision of comprehensive educational program, a state grant program. Kindergarten through adult levels. | West Virginia<br>Robert Patterson<br>State Department |
| 1.28 | Enrollments in vocational education have increased from 330,000 in 1968 to 442,000 in 1970. Local, state and federal support. | Florida<br>Dr. Carl W. Proehl<br>Director<br>Vocational, Technical and Adult Education<br>State Department |
| 1.29 | Continuing and technical education centers. Postsecondary level. State support. | South Carolina<br>State Commission for Technical Training |
| 1.30 | Exemplary programs in vocational guidance.<br>a. Mobile career guidance resource laboratory.<br>b. Vocational guidance TV project.<br>c. Career information guide for middle school subject areas.<br>d. Local school vocational guidance video tape series.<br>e. Career development program, grades K-9.<br>State, federal and local support. | Wisconsin<br>Harry Drier<br>State Department |
| 1.31 | An integrated electricity-electronics program between industry and small schools. This project is an industrial arts program in electricity and electronics, established to coordinate the efforts of three small high schools. Secondary level. Federal support. | Texas<br>Weldon F. Corbell<br>Superintendent<br>Trinidad Independent School District<br>Box 341<br>Trinidad, Texas<br>75163 |
| 1.32 | Bilingual office occupation program. A two-year high school program providing language training in the reading and writing of Spanish, as well as English, and development of office skills, including shorthand to be taken and transcribed in both Spanish and English. Grades 11-12. Federal support. | Texas<br>Maxine Emory<br>Consultant<br>Vocational Office of Education<br>407 Medical Plaza<br>1415 Third Street<br>Corpus Christi, Texas<br>78404 |

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| 1.33 | Development of a core curriculum for health occupation education in secondary schools. Federal and state support. | New Hampshire<br>Irene Peters<br>Division of Vocational-Technical Education<br>Stickney Avenue<br>Concord, New Hampshire |
| 1.34 | Development of an instructor's guide and workshop guidelines to prepare inservice educators for health care agencies. Postsecondary through adult levels. Federal support. | New Hampshire<br>Irene Peters<br>Division of Vocational-Technical Education<br>Stickney Avenue<br>Concord, New Hampshire |
| 1.35 | Use of mobile units for vocational education and guidance to improve the programs available in rural areas. (Mobile Assisted Career Exploration; Mobile Office Education; Mobile Electronics Education; others being planned. Secondary level. Federal and state support. | Utah<br>John F. Stephens<br>Director<br>Utah Research Coordinating Unit<br>State Department |
| 1.36 | Legislation consolidating private vocational schools with private business schools with provision for approval by state agency. All levels. Private support, individual tuition. | Illinois<br>Thomas E. Richardson<br>Director<br>Private Business and Vocational Schools |
| 1.37 | Legislation authorizing private business or vocational schools offering a minimum of one program of instruction two years in length to award an Associate Degree for programs approved by the Superintendent of Public Instruction upon the advice and counsel of the advisory Council on Degree Granting Institutions. Postsecondary level. Private support, individual tuition. | Illinois<br>Thomas E. Richardson<br>Director<br>Private Business and Vocational Schools. |
| 1.38 | Environmental technology. A program designed to teach the skills required in order to be in employment in mechanical construction, at a level in keeping with the interest and ability of the student and matched with the needs of industry. Secondary level. Federal support. | Texas<br>Bill Fitz<br>Consultant<br>Vocational Education<br>Texas Education Agency |
| 1.39 | Occupational Education. Elementary, secondary, and continuing levels. Federal, state and local support. | New York<br>Robert Seckendorf<br>State Department |

## 2. DISADVANTAGED YOUTH AND ADULTS

### Outstanding Educational Achievements

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|---|---|---|
| 2.01 | Unique programs for disadvantaged youth developed in vocational education to give the "other" students better chances. Grades 7-12. Federal and local support. | New Hampshire<br>Martin Mitchell<br>Division of Vocational-Technical Education<br>Stickney Avenue<br>Concord, New Hampshire |
| 2.02 | MDT-ABE Skills Centers -- Fort Worth Independent School District, Houston Independent School District. Job and vocational training opportunities are offered to Adult Basic Education students upon completion of the necessary academic training provided through Adult Basic Education. Programmed materials and equipment and individualized instruction, counseling and self-paced work are provided. Grades 4-12. Federal support. | Texas<br>Bob Allen<br>Director<br>Adult and Continuing Education<br>Texas Education Agency |
| 2.03 | POR FIN (Program Organizing Related Instruction in the Neighborhood) -- Bexar County Board of Education, San Antonio, Texas area. The objective of Por Fin is to reach the hard hard-core adults in their community. The approaches that will be used are: (1) Develop classes in their homes or neighborhood with the assistance of volunteer ABE teachers, supplied by the San Antonio Literacy Council, (2) To involve the family in the planning and setting up of the classes, (3) Aides will be hired from the neighborhood to assist in the development of home and neighborhood classes, (4) All of the above approaches of recruiting, development, and the nature or makeup of hard hard-core persons will be documented so that curriculum development will follow. Grades 0-12. Federal support. | Texas<br>Bob Allen<br>Director<br>Adult and Continuing Education<br>Texas Education Agency |
| 2.04 | "Resources for Economic and Social Progress through Education and Cooperative Training" (RESPECT): A program of occupational training/retraining for disadvantaged minorities in the Weber County area. Recruitment and administration carried out by members of the client community. Beginning second year of operation at Weber State College. Adult level. Federal support. | Utah<br>John F. Stephens<br>Harvey Hirschi<br>George Campbell<br>State Department |

## 3. EVALUATION, ACCREDITATION

### Outstanding Educational Achievements

3.01 Accreditation standards for postsecondary vocational-technical education have been made available to postsecondary institutions in order to evaluate their programs against State Board standards which include consideration of factors such as changes in employment demand, service to target groups, and placement and followup activities. Secondary, postsecondary and adult levels. Local, state and federal support.

Florida
Dr. Carl W. Proehl
Director
Vocational, Technical, and Adult Education
State Department

3.02 Evaluation of vocational teacher education inservice -- preservice. Secondary and postsecondary levels. Federal support.

New Hampshire
Neal Andrew
Division of Vocational-Technical Education
Stickney Avenue
Concord, New Hampshire

## 4. FINANCING AND FUNDING

### Enacted Legislation

4.01 Vocational Education Act of 1970. Provides $4,000,000 for 1970-71 for excess cost for approved vocational programs; e.g., those programs leading toward immediate employment. The state will pay 80% of excess cost over the state foundation level of support.

Colorado
SB 78

4.02 Establishes occupational-vocational units in grades 7-12 as a basis for state funding in school districts having occupational-vocational programs approved by the State Board of Education.

Delaware
Vol. 57, Ch. 348

4.03 Emphasizing and strengthening vocational and occupational training with phase-in of new or expanded programs and additional funding.

Florida
Package of Bills:
Ch. 70-176, 70-211,
70-174, 70-317,
70-192, 70-193,
70-175, 70-252.

4.04 Provided tax for capital cost of vocational and technical centers.

Illinois
HB 2199

Outstanding Educational Achievements

4.05 A breakthrough in occupational training in Ohio and perhaps the nation was achieved in April, 1970, when the State Board took the unprecedented action of authorizing the use of federal vocational education funds for construction of a motel-hotel training facility for the Tri-County Joint Vocational School. As a result the youth in these three counties and adults throughout Ohio will be able to receive on-the-job training for the rapidly expanding hotel-motel industry. Secondary level.

Ohio
Dr. Frank Walter
Deputy Superintendent
State Department

4.06 State Aid. Vocational-Technical Education.

Nebraska
Vocational Education
State Department

## 5. MANPOWER AND VOCATIONAL INTEREST SURVEYS

Outstanding Educational Achievements

5.01 Completion of Manpower Study: health and related fields and recommendations for alleviation of problem areas. Higher education level. State and federal support.

Arkansas
Dr. Olin Cook or
Dr. Gary Chamberlin
State Department

5.02 Meeting manpower needs. Higher education level. State, federal and local support.

New York
Robert McCambridge
State Department

5.03 The Ohio Vocational Interest Survey represents the development of a new vocational interest survey instrument and computer processing program. The instrument is based upon the Dictionary of Occupational Titles Worker Trait Group Arrangement. Computer processing provides students with interest analysis and a report organized into 24 occupational areas, along with information suitable for occupational exploration and educational and vocational course planning and development. Secondary level. State support.

Ohio
David Winefordner
Assistant Director
Division of Guidance
and Testing
751 Northwest Blvd.
Columbus, Ohio 43212

## 6. VOCATIONAL REHABILITATION

Outstanding Educational Achievements

6.01 Vocational Rehabilitation. Secondary and continuing levels. State, federal and local support.

New York
Adrian Levy
State Department

| | | |
|---|---|---|
| 6.02 | A special rehabilitation facility will be constructed as an integral part of the Penta County Joint Vocational School. This facility is designed to serve handicapped students enrolled in the JVS and also to serve other students toward qualification for such enrollment. Secondary level. Federal, state and local support. | Ohio<br>Cooper Sontag<br>Assistant Director<br>Research, Planning and Program Development<br>Ohio Bureau of Vocational Rehabilitation<br>240 South Parsons Ave.<br>Columbus, Ohio 43215 |
| 6.03 | The Toledo Board of Education has remodeled the former Toledo Post Office into a rehabilitation/education facility with a capacity of 800. The facility is designed to serve disabled-disadvantaged students, including the retarded and behaviorally disordered, who, without the special services of such a facility, would be high school dropouts or ill-prepared for post-school vocational and social adjustment in the community. Secondary level. Federal, state and local support. | Ohio<br>Cooper Sontag<br>Assistant Director<br>Research, Planning and Program Development<br>Ohio Bureau of Vocational Rehabilitation<br>240 South Parsons Ave.<br>Columbus, Ohio 43215 |

## MAJOR PROBLEMS FACING THE STATES IN EDUCATION

When asked to indicate what they perceived to be the current main problems facing their states in education, the respondents identified an extremely diverse and wide-ranging spectrum of issues. Following a minimum of merging and melding, some seventy-seven (77) issues, identified by one or more states, became apparent. To conform with the format of the main body of the report, these seventy-seven issues were somewhat arbitrarily arranged under nine (9) of the main subject headings.

Outstanding in their dominance of the reporting were issues related to local school district financing. In all,seventy-six (76) responses identified eleven (11) issues that might be considered as matters of direct local school district financing; of these eleven, the problems of state funding and local tax structures with reporting frequencies of twenty-seven (27) and twenty-one (21) respectively were pre-eminent. Furthermore, these two issues of state funding and local taxes head the list of seventy-seven issues in frequency of reporting. The third most frequently reported issue (twelve (12) reportings), that of reorganization and combining of school districts is also to be found under this school district heading.

The second ranked major area to be identified was that of higher education. Thirty (30) responses identified issues in this area.

The actual frequencies of reporting for all seventy-seven issues are presented in the following pages under nine (9) major headings.

## MAJOR PROBLEM AREAS FACING THE STATES

| | Number of Times Reported |
|---|---|
| **A. ACCOUNTABILITY, EVALUATION, PLANNING, RESEARCH** | |
| Evaluation of and accountability for the outcomes of education, measurement of outcomes. | 8 |
| Planning, long range, development and implementation of programs such as PPBES | 5 |
| Need for research in this area | 2 |
| **B. CURRICULUM AND INSTRUCTION -- SPECIAL EDUCATION -- INTEGRATION/SEGREGATION** | |
| Special Programs | |
| 1. For handicapped and multihandicapped | 4 |
| 2. For ethnic minorities | 2 |
| 3. For disadvantaged children | 1 |
| 4. For exceptional children | 1 |
| 5. For pupils of poverty areas | 1 |
| 6. Identification of special needs children | 1 |
| Drug education | 3 |
| Making education meaningful and exciting to the learner, replacement of old established programs with innovative new ones. | 3 |
| Leadership in curriculum and related consultant services needs to be expanded. | 1 |
| Nutrition and diet education | 1 |
| Statewide reading program | 1 |
| Dropout problem | 1 |
| Provision of adequate health services for migrant children | 1 |
| Lack of educational television | 2 |
| Deficits in library resources | 1 |
| Lack of use of instructional technology | 1 |

| | | Number of Times Reported |
|---|---|---|
| B. | Disruption of school operation due to the implementation of desegregation laws | 4 |
| | Integration; effecting court orders in desegregation | 3 |
| | Providing equal educational opportunity | 3 |
| | De facto segregation | 1 |
| | Racism | 1 |
| C. | EARLY CHILDHOOD EDUCATION, PREKINDERGARTEN, KINDERGARTEN | |
| | Need to increase availability and quantity of | 6 |
| | Lack of state financial support for kindergartens | 1 |
| | Need for professional personnel | 1 |
| | Need to coordinate numerous governmental and private agencies | 1 |
| | Providing equal opportunity for | 1 |
| | Provision of these programs for migrant children | 1 |
| D. | HIGHER EDUCATION | |
| | Articulation, coordination, statewide planning,master plan | 10 |
| | Financing, amount of state funding, allocation of funds | 9 |
| | Student unrest | 3 |
| | Financing junior colleges and continuing education programs | 2 |
| | Availability of graduate education to industrial personnel | 1 |
| | Availability of training for personnel in health field | 1 |
| | Continued existence of private institutions | 1 |
| | Filling revenue financed dormitories | 1 |
| | Research and teaching emphasis | 1 |
| | Tendency for junior colleges to convert to senior colleges | 1 |
| E. | PRIVATE AND PAROCHIAL SCHOOLS | |
| | Financing of, state aid to | 4 |

| | Number of Times Reported |
|---|---|
| F. SCHOOL DISTRICT PROBLEMS | |
| State Funding | 27 |
| District finances, ad valoren tax, property tax, inadequate tax structure | 21 |
| Reorganization, combining of small districts | 12 |
| Public support, lack of communication among educators, taxpayers, students, politicals | 5 |
| Need for federal funding | 3 |
| Effective management of schools | 2 |
| Financial plight of urban areas | 1 |
| Lack of unity among educational segments, competition for funds | 1 |
| Obsolete buildings | 1 |
| Shortage of classrooms | 2 |
| Provision of school lunches to children | 1 |
| G. STATE ADMINISTRATION | |
| Lack of information systems, data processing centers | 3 |
| Lack of interdivisional communication and coordination in Department of Education | 2 |
| Development of regional areas | 1 |
| Function of the State Department of Public Instruction | 1 |
| Lack of personnel to meet leadership demands made on the Department of Education | 1 |
| Need for increased state appropriations for the Department of Public Instruction funds | 1 |
| Recruitment of department personnel -- need to increase salaries | 1 |
| Role of state superintendent | 1 |
| Role of statewide Board of Education | 1 |
| Legislative liaison | 1 |

| | Number of Times Reported |
|---|---|
| **H. TEACHERS** | |
| Collective negotiations, employer-employee relations, teacher salaries and benefits | 9 |
| Need to improve teaching methods and reorient staff to emphasize facilitation of learning as opposed to dispensing information, promote and retain quality in teaching | 3 |
| Lack of professional expertise and qualified teachers | 2 |
| Lack of bilingual teachers | 1 |
| Lack of qualified counselors | 1 |
| Lack of teacher preparation in drug education | 1 |
| Reorganization of staffing patterns | 1 |
| Surplus of teachers | 1 |
| Staff retraining (inservice) | 1 |
| **I. VOCATIONAL EDUCATION** | |
| Employment opportunity and manpower requirements, information system | 4 |
| Need to increase quantity of (inadequate offerings) | 4 |
| Coordination of vocational education services | 1 |
| Need for qualified instructor personnel | 1 |
| Public image of | 1 |
| Vocational education for pupils in rural areas | 1 |

## STATE INDEX

A. Accountability, Evaluation, Research and Planning
B. Curriculum and Instruction
C. Early Childhood Education -- Prekindergarten and Kindergarten
D. Financing of Public Education
E. Higher Education
F. Postsecondary Education Other Than College
G. Private, Nonpublic, Parochial Education
H. Special Education
I. State Administration
J. Teachers
K. Vocational Education

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | | | | 1.03 | | | | | 3.11 | 2.01 | |
| | | | | 3.22 | | | | | 3.12 | 6.04 | |
| | | | | 3.23 | | | | | | | |
| | | | | 3.24 | | | | | | | |
| | | | | 3.25 | | | | | | | |
| Alaska | | 1.04 | | 3.01 | | | | | | 3.10 | |
| | | | | 3.02 | | | | | | | |
| Arizona | | 1.02 | | 1.05 | 2.14 | | | 3.01 | 1.04 | | |
| | | 11.10 | | 1.06 | | | | | 4.07 | | |
| | | 11.11 | | 1.09 | | | | | 4.14 | | |
| | | 13.07 | | 3.08 | | | | | | | |
| Arkansas | | | | | 4.04 | | | | | | 5.01 |

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| California | 1.01<br>2.01<br>2.04<br>3.01 | 2.02<br>2.04<br>9.01<br>10.02<br>10.03<br>11.05<br>12.01<br>13.01<br>13.05<br>13.06 | 1.02<br>1.14<br>1.15<br>1.16<br>1.17<br>1.18<br>2.01<br>2.03<br>2.06<br>3.01<br>3.02 | 3.30 | 4.02 | | | 1.07<br>2.08<br>2.11<br>2.12<br>2.18<br>2.20<br>2.25<br>2.26<br>2.27<br>2.28<br>2.29<br>4.01<br>4.02<br>4.03<br>4.04<br>4.05<br>4.06 | 3.15 | 1.01<br>8.02<br>8.06<br>8.13<br>8.14<br>8.15 | |
| Colorado | 1.04<br>4.03 | 7.01<br>10.01 | 1.19 | 3.03<br>3.26<br>3.28 | | | | 1.08 | 1.06<br>3.18<br>4.11 | 1.03 | 4.01 |
| Connecticut | | | | | 6.03 | | | | | | |
| Delaware | | 3.01<br>14.03 | 1.20 | 3.40 | | 2.02 | | 1.01 | 3.10<br>4.01<br>5.04 | 2.02<br>2.05<br>2.16<br>3.01<br>4.01<br>7.01<br>8.26 | 1.05<br>4.02 |

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Florida | 3.04<br>3.08<br>4.07<br>4.08<br>6.01<br>6.05 | 3.02<br>5.01<br>7.13<br>11.09<br>14.07 | 1.01 | 1.01<br>3.04<br>3.05<br>3.06 | 1.01<br>1.02<br>1.05<br>1.06<br>3.02<br>3.06<br>4.01<br>4.03<br>4.05<br>4.11<br>4.12<br>5.03<br>7.01<br>7.09 | 2.01 |  | 2.01 | 2.04<br>3.01<br>3.02<br>3.24 | 3.11<br>7.02<br>8.01<br>8.07<br>8.16 | 1.02<br>1.12<br>3.01<br>4.03 |
| Georgia |  | 7.02<br>11.04<br>11.08 | 1.07 |  |  | 1.03 |  |  | 1.07<br>4.15 | 2.23<br>6.05 | 1.13 |
| Hawaii | 3.02 | 11.07 |  |  | 1.03<br>2.01<br>4.06<br>4.07<br>7.02<br>7.03<br>7.04<br>9.02 |  |  |  |  | 4.02<br>7.03 |  |
| Idaho | 4.06<br>6.07 | 4.01<br>5.03 |  | 1.03 |  |  |  |  |  | 6.01<br>8.17 | 1.06 |
| Illinois | 6.03 | 5.02<br>14.01<br>14.02<br>14.06 | 1.06<br>1.25<br>2.05 | 1.07<br>1.08<br>1.16<br>2.02<br>2.03<br>2.04<br>3.39 | 1.04<br>1.07<br>3.03<br>5.01<br>5.04<br>6.06 | 1.01<br>1.02<br>1.07 | 1.04 | 1.05<br>1.06 | 2.01<br>2.07<br>3.21<br>5.06 | 4.12<br>8.04 | 1.36<br>1.37<br>4.04 |

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Iowa | 3.05<br>3.06 | | | 3.07 | | | 1.01<br>2.01 | 3.02 | 3.03<br>3.13<br>3.23<br>4.02 | 2.03<br>5.01 | 1.01<br>1.21 |
| Kansas | | | | | 5.06 | | | | | | |
| Kentucky | 4.02 | 5.04<br>11.01<br>11.02<br>13.02<br>14.08 | 1.08 | 1.13<br>3.41 | 2.04 | 1.11 | 1.09 | 2.19 | 3.04 | 2.04<br>3.17<br>3.02<br>4.10<br>7.07 | 1.07 |
| Louisiana | | | | | 2.05 | | 1.11 | | | 2.18<br>7.08<br>8.05 | |
| Maryland | 1.13 | 2.03<br>4.05<br>7.16 | | 2.01<br>3.09<br>3.32 | | | | 2.21 | | 3.12<br>3.13<br>3.14<br>8.08<br>8.09<br>8.10<br>8.18<br>8.19<br>8.20<br>8.21<br>8.22<br>8.23 | |
| Massachusetts | | 1.03<br>2.05<br>8.04 | | 2.05 | | | | | 1.05 | 3.05<br>3.09<br>4.07 | |

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Michigan | 1.03<br>1.20 | | | | 1.10<br>4.16<br>5.02<br>7.08 | | | 1.03<br>1.04<br>2.03<br>2.04<br>2.07<br>2.14<br>2.15<br>2.16<br>2.17 | 4.09<br>4.10 | | |
| Minnesota | | 6.01 | 1.09 | 3.27 | | | | 2.10 | 3.20 | | |
| Mississippi | 2.02<br>4.02 | | | | 3.04<br>5.05 | | | | | | |
| Nebraska | | | | 3.10 | | | | | | | 4.06 |
| Nevada | 4.09<br>7.01 | 11.12 | | | | | | | | | 1.22 |
| New Hampshire | | 6.02 | | | | | 1.02<br>2.02 | | 3.14 | 3.15 | 1.24<br>1.25<br>1.33<br>1.34<br>2.01<br>3.02 |
| New Jersey | 6.06 | 3.05<br>7.03<br>7.11 | | 2.06<br>3.11<br>3.29<br>3.33<br>3.34<br>3.35<br>7.05 | | | | | | 2.08<br>2.20<br>2.21<br>4.03<br>4.11<br>5.06<br>7.10<br>7.11 | |

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| New Mexico | | 1.05 | | | | | | | | | 1.08<br>1.14 |
| New York | 1.14<br>2.05<br>4.01 | 4.06<br>7.04<br>7.05<br>14.04<br>15.01 | 1.21 | 3.12<br>7.06 | 2.08<br>2.09<br>6.02<br>6.08<br>7.12 | 3.01 | 1.03<br>1.10 | 2.05<br>2.22 | 4.03<br>4.16 | 3.16<br>4.04<br>5.08 | 1.39<br>5.02<br>6.01 |
| North Carolina | 4.10<br>6.04 | 13.03 | 1.05<br>1.23<br>2.04 | | 1.17<br>2.07<br>2.13<br>3.08<br>4.08<br>6.05<br>6.07<br>6.09<br>7.10 | | | | | 3.03 | 1.03 |
| North Dakota | 1.11<br>2.06<br>2.07 | 4.03<br>10.05 | | 1.10<br>1.11<br>1.12<br>3.13 | | | | | 4.12 | 1.04<br>2.09<br>4.06 | |
| Ohio | 1.07<br>1.12<br>1.18<br>2.08<br>2.09<br>6.08<br>7.02 | 3.03<br>3.06<br>3.07<br>8.02<br>10.06<br>11.06 | | 3.14<br>3.16 | 2.15 | | | | 4.17 | 1.02<br>3.17 | 1.09<br>1.10<br>4.05<br>5.03<br>6.02<br>6.03 |
| Oklahoma | | 1.09<br>2.01<br>3.08 | 2.02 | 1.04 | 1.08<br>1.09<br>1.11<br>3.05<br>4.09<br>4.13<br>8.01<br>8.02 | 1.05 | | 2.02 | 4.04<br>4.05 | 3.04 | |

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Oregon |  | 4.07<br>7.08<br>7.10<br>7.12<br>13.04<br>15.02<br>15.03 |  | 1.14 | 1.16 |  |  | 2.23 | 3.16<br>3.17<br>3.22<br>4.13 |  |  |
| Pennsylvania | 1.15 | 7.06<br>7.07<br>7.09<br>8.01<br>10.07 | 1.10<br>1.22 | 3.15<br>3.30<br>3.31<br>3.38 | 2.16<br>4.10<br>7.13 |  | 1.06 | 2.09 | 3.05<br>3.06 | 3.06<br>3.18<br>4.08 |  |
| Rhode Island | 3.07 | 3.09<br>14.05<br>15.04 | 1.03<br>1.12 |  | 2.17<br>7.11 |  | 1.07<br>1.12<br>2.03 | 1.02 | 3.07 | 2.10<br>3.07<br>5.02 | 1.15 |
| South Carolina |  | 3.10<br>11.03 | 1.04<br>1.13 |  | 1.12<br>2.10<br>4.14<br>6.01<br>6.04 | 1.04 |  |  | 5.05<br>5.07<br>5.08 | 7.04 | 1.16<br>1.29 |
| South Dakota | 1.08<br>2.10 | 10.04<br>12.02 |  | 1.15<br>3.17<br>3.42 |  |  |  |  | 2.02<br>3.08<br>4.06<br>4.18 | 2.11<br>2.24<br>4.09<br>4.14<br>5.03<br>5.09<br>6.02<br>8.11 |  |
| Tennessee |  |  |  |  | 1.14<br>3.07 |  |  |  | 1.01<br>1.08 |  |  |

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Texas | 1.16<br>1.17<br>2.11 | 1.01<br>1.06<br>1.07<br>1.08<br>3.04<br>4.08<br>7.14<br>7.15<br>8.03 | 1.24 | 3.18 |  | 1.08<br>1.09 | 2.06 | 2.06 | 2.05<br>2.06<br>5.02 | 1.05<br>2.12<br>2.13<br>2.22<br>3.19<br>3.20<br>5.07<br>6.03<br>7.05<br>8.03<br>8.24 | 1.04<br>1.23<br>1.31<br>1.32<br>1.38<br>2.02<br>2.03 |
| Utah | 6.02 | 5.05<br>6.03 |  |  |  | 2.11<br>2.19<br>4.15 |  |  |  |  | 1.17<br>1.18<br>1.35<br>2.04 |
| Virginia | 1.02<br>1.09<br>1.10<br>1.19<br>5.01 | 3.11 |  | 3.19 | 1.15<br>2.02<br>2.03<br>2.06<br>2.18<br>7.07<br>9.01 |  | 2.04 |  | 5.01 | 3.22<br>5.04 |  |
| Washington | 3.03 |  |  | 3.20 |  |  | 1.05 |  | 1.02<br>5.09<br>5.10<br>5.11 | 3.21 |  |
| West Virginia | 4.05 |  | 1.11 | 3.36 | 2.12 | 1.10 | 2.07 |  | 2.03<br>3.19 | 2.14<br>2.15<br>3.08<br>7.06<br>8.25 | 1.26<br>1.27 |

| State | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Wisconsin | 1.05<br>1.06<br>2.03<br>4.04 | 4.04<br>6.04<br>12.03 | | 3.37 | | | 2.05 | 2.13<br>2.24 | | 8.12 | 1.19<br>1.30 |
| Wyoming | | 6.05<br>12.04 | | 3.21<br>3.43 | 1.18 | | | | 1.03<br>1.09<br>3.09<br>4.08<br>4.19<br>5.03<br>5.12 | 4.13<br>5.05<br>1.11 | |

# Appendix A

EDUCATION COMMISSION OF THE STATES

Survey on Educational Achievements
June 1970

I. Outstanding educational achievements and practices within ____________________ since January 1968.
(Name of State)

Please provide the information asked for below. Data concerning outstanding achievements and practices at all levels of education from early childhood through graduate school is desired. If printed materials are available concerning any of the items you list, we would like to receive them also. (Use reverse side and/or additional pages as necessary.)

| Brief description of outstanding achievement and/or practices in education | Educational Level | Name and address of resource person to be contacted for additional information | Source of support, (Federal, Foundation, State, local) |
|---|---|---|---|

EDUCATION COMMISSION OF THE STATES

Survey on Educational Legislation
June 1970

II. A. **Special** legislative project or proposal in ______________________________
(Name of State)

If you are aware of any special projects or proposals which the education community of your state is now or will be promoting in the state legislature, please provide the information asked below. (Use reverse side and/or additional pages as necessary.)

| Brief description of the project or proposal | By whom it is being proposed | Name and address of resource person to be contacted for additional information |
|---|---|---|

B. Significant educational legislation passed in ____________________ since January 1968.
(Name of State)

Please list only those legislative enactments which have had or will have major impact on education in your state. (Use reverse side and/or additional pages as necessary.)

| Brief description of legislation | Number of bill or statute citation |
|---|---|

EDUCATION COMMISSION OF THE STATES

Survey on Educational Problems
June 1970

III. Major problems in education in ______________________________
(Name of State)

For each major problem facing education in your state, please provide the information asked for below. (Use reverse side and/or additional pages as necessary.)

| Brief description of the problem | What factors in the state work against solving the problem | What factors in the state work for the solution of the problem |
|---|---|---|

## ADDRESSES
## STATE EDUCATION DEPARTMENTS

Alabama
State Department of Education
State Office Building
Montgomery 36104

Alaska
State Department of Education
Alaska Office Building
Pouch F
Juneau 99801

Arizona
State Department of Education
State House
Phoenix 85007

Arkansas
State Department of Education
Capitol Mall
Little Rock 72201

California
State Department of Public Instruction
721 Capitol Mall
Sacramento 95814

Colorado
State Department of Education
State Office Building
Colfax and Sherman
Denver 80202

Connecticut
State Department of Education
State Office Building
P. O. Box 2219
Hartford, Connecticut 06115

Delaware
State Department of Public Instruction
P. O. Box 697
Dover 19901

District of Columbia
Department of Education
415 12th Street, N. W.
Washington 20004

Florida
State Department of Education
Tallahassee 32304

Georgia
State Department of Education
242 State Office Building
Atlanta 30334

Hawaii
State Department of Education
P. O. Box 2360
Honolulu 96804

Idaho
State Department of Public Instruction
State House
Boise 83707

Illinois
State Department of Public Instruction
State Office Building, Room 302
Springfield 62706

Indiana
State Department of Public Instruction
Room 229 State House
Indianapolis 46204

Iowa
State Department of Public Instruction
Grimes State Office Building
Des Moines 50319

Kansas
State Department of Education
State Education Building
120 East 10th Street
Topeka 66612

Kentucky
State Department of Public Instruction
State Office Building
Frankfort 40601

Louisiana
State Department of Education
P. O. Box 44064
Capitol Station
Baton Rouge 70804

Maine
State Department of Education
State Office Building
Augusta 04330

Maryland
State Department of Education
301 West Preston Street
Baltimore   21201

Massachusetts
State Department of Education
182 Tremont Street
Boston   02111

Michigan
State Department of Public Instruction
Box 420
Lansing   48902

Minnesota
State Department of Education
401 Centennial Office Building
St. Paul   55101

Mississippi
State Department of Education
Woolfolk Building
Jackson   39205

Missouri
State Department of Education
Jefferson Building
Jefferson City   65101

Montana
State Department of Public Instruction
State Capitol
Helena   59601

Nebraska
State Department of Education
State Capitol
Lincoln   68509

Nevada
State Department of Education
Carson City   89701

New Hampshire
State Department of Education
401 State House Annex
Concord   03301

New Jersey
State Department of Education
225 West State Street
Trenton   08625

New Mexico
State Department of Public Instruction
Capitol Building
Santa Fe   87501

New York
State Department of Education
State Education Building
Albany   12224

North Carolina
State Department of Education
Raleigh   27602

North Dakota
State Department of Public Instruction
State Office Building
900 East Boulevard
Bismarck   58501

Ohio
State Department of Public Instruction
65 South Front Street, Room 608
Columbua   43215

Oklahoma
State Department of Public Instruction
328 Capitol Building
Oklahoma City   73105

Oregon
State Department of Public Instruction
942 Lancaster Drive, N. E.
Salem   97310

Pennsylvania
State Department of Education
317 Education Building
Harrisburg   17126

Puerto Rico
Department of Education
San Juan   00903

Rhode Island
State Department of Education
Hayes Street
Providence   02908

South Carolina
State Department of Education
1006 Rutledge Building
1429 Senate Street
Columbia   29201

South Dakota
State Department of Public Instruction
State Capitol
Pierre 57501

Tennessee
State Department of Education
205 Cordell Hull Building
Nashville 37219

Texas
Texas Education Agency
201 East 11th Street
Austin 78711

Utah
State Department of Public Instruction
1400 University Club Building
136 East South Temple
Salt Lake City 84111

Vermont
State Department of Education
Montpelier 05602

Virginia
State Department of Public Instruction
P. O. Box 6Q
Richmond 23216

Virgin Islands
Department of Education
Charlotte Amalie
St. Thomas
Virgin Islands 00801

Washington
State Department of Public Instruction
P. O. Box 527
Olympia 98501

West Virginia
State Department of Education
State Capitol Building
Charleston 25305

Wisconsin
State Department of Public Instruction
126 Langdon Street
Madison 53702

Wyoming
State Department of Public Instruction
Capitol Building
Cheyenne 82001

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Department of Research
EDUCATION COMMISSION OF THE STATES
1860 Lincoln Street, 300 Lincoln Tower Building
Denver, Colorado 80203

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